

NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION

CURRICULUM STATEMENT FOR HISTORY

Rationale:

At Nawton and Rosedale Abbey, our teaching of history helps pupils gain chronologically coherent knowledge and understanding of Britain's past and that of the wider world. Children develop an understanding of the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. It inspires our children's curiosity to know more about the past. Moreover, it encourages them to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement. Purposeful and natural links to British values and discussions around being good UK and global citizens are threaded through the curriculum. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality. Pupils will be inspired to think of historical consequences of actions on a bigger scale and consider their role now and in the future.

Curriculum intent:

Our intent at Nawton and Rosedale Abbey is to deliver a coherent history curriculum which will enable pupils to develop historical skills and concepts which will be transferable to any period of history being studied and will equip them for future learning. We endeavour to make our history lessons thought provoking and engaging, leading children to ask and investigate questions about events and people from the past and realise their impact on the present and future. We aspire to ensure that all pupils become confident, successful, independent learners who enjoy historical enquiry and can recall important key historical facts. By the time they leave primary school, children will develop a chronologically secure knowledge of the history of Britain and the wider world and have a coherent understanding of historical concepts and historical enquiry.

Curriculum implementation:

At Nawton and Rosedale Abbey, history is taught as the main focus of our termly topic lessons, with the exception of Key Stage 1 where they alternate half-termly with geography. Our topics are taught in a 2 year rolling programme, with content split chronologically from year 3 to 6, to allow all our pupils to receive their full entitlement within a mixed-age class structure.

In order for children to know more and remember more, prior learning is always considered, and opportunities for revision of facts and historical understanding are built into lessons which allows for revision to become part of good practice and ultimately helps build a depth to their historical understanding. The use of relevant historical vocabulary is used throughout lessons and children are encouraged to use correct terminology in discussion, explanation and writing; this vocabulary is also included in classroom displays so children can repeat and revise it. Our history lessons are cross-curricular and incorporate other foundation subjects to deliver a broad and balanced curriculum. Texts for reading and writing are linked to topics where relevant to provide insight from a range of perspectives.

Cross-curricular links:

History provides many links with other curriculum subjects, including:

- English: books with a historic theme; writing composition
- Art: artists and styles from the past; art with a historical purpose, e.g. wartime propaganda
- Science: important discoveries, scientists and inventors
- PSHE: changing attitudes and understanding why people believed what they did in the past
- Geography: human and physical geography from the time period being studied

Enrichment:

The history curriculum is enriched in a variety of ways, including:

- School visits
- Cross-curricular learning opportunities
- Exploring history through fiction

Curriculum impact:

The impact of the curriculum will be reviewed throughout the year through observations and assessments of pupils' learning and through pupil discussions about their learning.

We envision that our history curriculum will impact on the pupils by:

- extending their knowledge and understanding of history, key historic events and historically relevant figures
- developing a strong historical vocabulary which is readily used
- evaluating elements of history and putting them into context for the present
- developing skills needed to ask and answer relevant questions

The history leader will monitor the history curriculum and progression of learning every half- term. This monitoring will include:

- Learning environment walks,
- Pupil voice conversations,
- Lesson observations and feedback,
- Book scans,
- Assessment analysis and next steps

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CURRICULUM COVERAGE PLAN YEAR 1 (2020/2021)

	Autumn	Spring	Summer
Class 1	Celebrations Children talk about past and present events in their own lives and in the lives of family members.		
Class 2	Changes within Living Memory Keeping in Touch	The lives of significant individuals in the past who have contributed to national and international achievements: The Role of a Monarch: Queen Elizabeth I and Queen Victoria	Events beyond my memory that are significant nationally or globally: First Aeroplane Flight
Class 3	Changes in Britain from the Stone Age to the Iron Age: Iron Age hill forts: tribal kingdoms, farming, art and culture		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion
Class 4	A non-European society that provides contrast with British history: Mayan civilisation c. AD 900	Ancient Greece: A study of Greek life and achievements and their influence on the western world	Local History Study (recovery curriculum): Anglo Saxon??

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CURRICULUM COVERAGE PLAN YEAR 2 (2021/2022)

	Autumn	Spring	Summer
Class 1	Celebrations Children talk about past and present events in their own lives and in the lives of family members.		
Class 2	Events beyond living memory that are significant nationally or globally: The Great Fire of London	The lives of significant individuals in the past who have contributed to national and international achievements: LS Lowry	Significant historical events, people and places in their own locality: Joseph Rowntree
Class 3	The achievements of the earliest civilizations: Ancient Egypt	The Roman Empire and its impact on Britain: Boudica - British resistance	Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxon invasions, settlements and kingdoms: place names and village life
Class 4	Local History Study: Whitby		An aspect of history that extends pupils' knowledge beyond 1066: Crime and Punishment from the Anglo-Saxons to the present

History Curriculum

	<u>NC Content:</u>	<u>Learning Outcomes (end point):</u>
R	<p>The following Early Learning Goals link most closely with the History National Curriculum:</p> <p>Understanding the World (people and communities)</p> <p>Understanding the World (the world)</p>	<p>Children will be able to:</p> <p>talk about special things that have happened to them;</p> <p>talk about special things that have happened to their families;</p> <p>talk about special times they have had with their families;</p> <p>start to show an interest in people who are well known;</p> <p>start to show an interest in events that have happened in the past.</p>
Y1 & 2	<p>Changes with in living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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> <p>Significant historical events, people and places in their own locality.</p>	<p>Children will be able to:</p> <p>Start to compare 2 versions of a past event;</p> <p>use artefacts, and pictures to help discover things about the past;</p> <p>use stories or accounts to distinguish between fact and fiction;</p> <p>explain that our knowledge of the past comes from different sources and evidence;</p> <p>observe or handle evidence to help them ask and answer questions they have about people and events from the past;</p> <p>choose and select evidence and say how it can be used to find out about the past;</p> <p>order dates from earliest to latest on a simple timeline and sequence artefacts and events that are close together in time;</p> <p>describe memories and changes that have occurred in their own lifetime;</p> <p>use a wide vocabulary of every day historical terms, such as: old, new, earliest, latest, past, present, future, modern, before, after to show the passing of time;</p> <p>recognise some similarities and differences between ways of life in different periods and between the past and present;</p> <p>understand that there are reasons why people in the past acted like they did;</p> <p>describe significant individuals from the past;</p> <p>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p> <p>talk, write and draw about things from the past and use role play/drama to communicate their knowledge of people and events from the past;</p> <p>use historical vocabulary to retell simple stories about the past.</p>
Y3 & 4	<p>Changes in Britain from the Iron Age to the Stone Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Children will be able to:</p> <p>understand how our knowledge of the past is constructed from a range of sources and artefacts and use these to find out about the past;</p> <p>identify similarities and differences between more than 2 versions of the same event;</p> <p>investigate different accounts of historical events and explain some of the reasons why the accounts may be different;</p> <p>construct informed responses about aspects of life or a key event through careful selection and organisation of relevant historical information;</p> <p>use their geographical knowledge of maps to develop a clearer picture of the past.</p> <p>Address and sometimes devise their own questions to find out about the past and will begin to undertake their own research;</p>

		<p>sequence several events, artefacts or historical figures on a timeline (understanding that a timeline can be split into BC and AD) using dates and terms related to the unit being studied and the passing of time;</p> <p>identify key changes over a period of time and be able to give reasons for these changes. Find out about the everyday lives of people in the time period studied and compare them with life today;</p> <p>explain how people and events in the past have influenced our lives today;</p> <p>identify key features, aspects and events of the time studied and describe connections and contrasts between aspects of history, people, events and artefacts.</p> <p>Use and understand appropriate historical vocabulary to communicate information. Present, communicate and organise ideas about the past using models, drama and different genres of writing.</p> <p>Start presenting ideas based on their own research about the time period being studied.</p>
<p>Y5 & 6</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history: Mayan civilization c. AD 900</p>	<p>Children will be able to:</p> <p>find and analyse a wide range of artefacts and evidence to collect evidence about the past;</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linked to factual understanding of the past, and consider how we check the accuracy of these interpretations;</p> <p>start to understand the difference between primary and secondary evidence and the impact of this on reliability and recognise when they are using primary and secondary sources of information;</p> <p>begin to evaluate the usefulness of different sources;</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses to them;</p> <p>pose historically valid questions and investigate the answers to them;</p> <p>order an increasing number of significant events and dates accurately on a timeline;</p> <p>accurately use dates and terms to describe historical events;</p> <p>understand and describe the main changes to an aspect in a period of history;</p> <p>understand how some historical events/periods occurred concurrently in different locations;</p> <p>know and use historical vocabulary including some abstract terms such as democracy, civilisation, social, political, economic, religious, cultural;</p> <p>present, communicate and organise ideas about the past using detailed discussions, debates and different genres of writing;</p> <p>plan and present a self-directed project or research about the studied period.</p>