# Subject Leaflet for History

## Vision Statement

Helping the children to explore the past, understanding how this formed our present and how they have a vital role in forming the future.

## Intent – What we want

Our History curriculum helps children to develop a clear understanding of Britain's past and the wider world. Learning is carefully sequenced so that pupils build a strong sense of chronology and understand how events from the past have shaped the world we live in today.

History lessons inspire curiosity and encourage pupils to think critically, ask questions and explore different viewpoints. Children learn about significant people and events that led to change, helping them make links between the past, present and future.

Pupils take part in historical enquiries where they learn how to use evidence, understand why reliable sources matter and form their own conclusions. They also explore the history of their local area and culture, recognising how these have contributed to the story of Britain.

By learning about inspirational historical figures, children are encouraged to aim high, believe in themselves and understand that positive change is possible.

## Implementation – How we teach

At our school, History is taught as a subject in its own right and as part of our topic-based curriculum. This helps children make meaningful links between History and other areas of learning.

History units are usually taught in chronological order so that pupils develop a clear understanding of how the past fits together over time. Children also learn how different events and civilisations overlapped and influenced one another. In the summer term, History links closely with our alternating UK and World Focus *'We Are'* topics, meaning some units are taught thematically rather than chronologically.

Several Key Stage 2 History units have been carefully chosen to reflect the context of our school and local community. Learning about these areas helps pupils to better understand the world around them and their place within it.

As children move through the school, they build a strong and progressive understanding of historical knowledge, skills and vocabulary. Their learning deepens each year as they develop key enquiry skills such as asking questions, investigating sources and forming their own conclusions.

We enrich our History curriculum through educational visits and interactive workshops wherever possible. These experiences bring learning to life and help to develop pupils' cultural understanding.

| Impact – What we achieve |
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| Throughout the year we ensure we observe lessons, talk to pupils so they can articulate their learning and take feedback from colleagues, this allows us to be reflective in our teaching and make amendments where necessary. We monitor the pupils' books and assess completed work and update data on a termly basis to ensure pupils are being given the tools to highly achieve in History. We assess the pupils learning both formatively in lessons, as well as summatively at different points in the year. We then use all of the above information to ensure our pupils are equipped with the skills and knowledge to be future historians. We give regular feedback to parents through mid-year and end-of-year reports. |

| Rights Respecting |
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| As a '**Rights Respecting**' school we want all elements of our curriculum to develop our pupils understanding of their rights – our learning in History particularly helps promote:<br>- Article 12 – Children have the right to have a say in all matters that affect them.<br>- Article 30 – Children have the right to their own language, religion and culture.<br>- Article 38 – Children have the right to be protected from war. |

# History Curriculum Overview

| | Aut1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|---|---|---|---|---|---|
| Nur | Superhero me | Fire & Light | Once Upon a Time | Watch Me Grow | Creatures Great and Small | Let's Go… Whoosh! |
| | | *Connecting Our Families* | | | | |
| Rec | Wonderful Me | Traditional Tales | All Around the World | Growth and Change | Our Community | Then and Now |
| | Past and present | | Past and present | | | *Historical Events & Stories* |
| Year 1 | Let's Play Together! | | No Place Like Home | | Rights, Rules & Rulers | We are Us |
| | ***Toys over Time*** | | ***Homes over time*** | | ***Significant People - Leaders & Rulers*** | |
| Year 2 | Maybe because I'm a Londoner | | Into the Unknown | | How to Change the World | We are Us |
| | ***Significant Events - The Great Fire of London*** | | ***Significant People - Famous Explorers*** | | ***Significant People & Events - Campaigners*** | |
| Year 3 | Where we all began | | Life is a Journey | | Out with Old, In with New | We are Us |
| | ***The Stone Age & The Iron Age*** | | ***Ancient Egypt*** | | ***Victorians & The Industrial Revolution*** | |
| Year 4 | Myths, Legends & Monsters | | When Disaster Strikes | | Global Connections | We are Us |
| | ***Ancient Greece*** | | ***Ancient Rome*** | | ***Ancient Maya*** | |
| Year 5 | Conflict & Compromise | | Invaders or Intruders | | What makes Britain great? | We are Us |
| | ***Anglo Saxons, Scots & Vikings*** | | ***The British Empire*** | | ***Immigration to the UK*** | |
| Year 6 | Light in the Darkness | | Our Ever-Changing World | | Take a Stand, Make a Change | We are Us |
| | ***World War 2 & The Holocaust*** | | ***Crime & Punishment*** | | ***Racism & Apartheid*** | |