

# History Curriculum



**Highfield  
Church of England  
Primary School**

# History Curriculum



*8 “Ask the former generation and find out what their ancestors learned, 9 for we were born only yesterday and know nothing, and our days on earth are but a shadow. 10 Will they not instruct you and tell you? Will they not bring forth words from their understanding? (NIV) (Job 8:8–10)*

## **Intent**

We want our children to be able to identify pivotal moments and individuals from the past. By exploring a range of sources, children will deepen their understanding of life and events in specific periods in history. Children will be able to comment on the impact of events and individuals on the world and human experiences, making insightful comparisons. As part of our broader vision, through history, children will appreciate how individuals can “make a difference” in the world. We believe children need to understand the sequence of events and eras and how different events relate to each other. We believe children need to develop their understanding that knowledge comes from evidence, some of which is more reliable than others. We believe children need to know that history is about change over time in a way that is based on relatable experience for children i.e. their own homes.

## **Purpose of Study**

At Highfield CE Primary School, we believe that the study of history should foster pupils’ curiosity about the past in their locality, in Britain and the wider world, encouraging them to consider the diversity of human experience. It should enable them to understand more about themselves as individuals and members of the society they live in.

We want our children to be able to identify pivotal moments and individuals from the past and deepen their understanding of life and events through exploring a range of sources. Children will be able to comment on the impact of events and individuals on the world and human experiences, making insightful comparisons. As part of our broader vision, through history, children will appreciate how individuals can “make a difference” in the world. We believe children need to understand the sequence of events and eras and how different events relate to each other.

## Aims

Through a planned programme of work we intend that history will:

- foster pupils' curiosity about the past in Britain and the wider world;
- encourage pupils to consider how the past influences the present;
- enable pupils to discover the beliefs and cultures that have influenced peoples' actions;
- enable pupils' to develop a chronological framework for their knowledge of significant events and people and how they have shaped Britain;
- encourage pupils to understand how Britain has influenced and been influenced by the wider world;
- enable pupils' to gain and deploy historically understanding of abstract terms such as empire, civilisation, conflict and trade;
- develop pupils' ability to use a range of sources and evidence, to weigh up and reach conclusions;
- encourage children to be able to develop a point of view based on sources and evidence.
- consider how God has been at work in History, and how the religious beliefs of people at particular times have influenced their practices.

## Curriculum

**Early Years Foundation Stage** – Pupils will find out about the past and present events in their own lives and in those of their families and other people they know.

**Key Stage 1** – Pupils will develop an awareness of the past and use common words and phrases relating to the passing of time. They will 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 will use a wide vocabulary of everyday historical terms. They will 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**Key Stage 2** – Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information (sources). They should understand how our knowledge of the past is constructed from a range of sources.

## Planning

Long term planning shows the units to be covered, term allocation, links to previous and future learning, enquiry questions, vocabulary, substantive concepts and reflection questions, as well as key knowledge and skills to be assessed throughout the unit.

Medium term plans contain brief overviews of individual lessons, including adaptation for different levels.

Individual lessons are planned directly onto lesson presentation flipcharts. They generally begin with a Prove It retrieval practice, before introducing the lesson's objective to the children through a variety of instructional slides, questions for children to consider, vocabulary definitions and activities. There is also reference made to the unit's reflection question, which encourages children to consider elements of History in a way that fosters their spirituality.

## Teaching History

All pupils will be given access to the history curriculum and pupils will be taught as a whole class, in groups, pairs and individually, as appropriate, with adaptations made to ensure inclusion of children of all levels, including those children with SEND. It is important that pupils are given the opportunity to visit local places of interest, and as such, educational visits are planned to museums and other places of historical interest throughout their time at Highfield. In addition to this, we take advantage of topic boxes offered as part of the school's SLA agreement with Southampton County Council, and visitors may be invited in to share their knowledge and experiences.

## Assessment, Recording and Reporting

For each unit, a small selection of key knowledge and key skill statements are listed on the Long Term Plan, and units of work are tailored towards children developing in these areas.

At the beginning of each unit, children may complete a pre-assessment task. This can provide teachers with a starting point of what they need to teach, and shows which children may already have gained knowledge about the topic outside of class and as such may be challenged further during the topic.

Teachers consistently use formative assessments to gauge how well pupils are learning and retaining information. Each lesson across the curriculum starts with a review of previous learning, called a 'Prove it'; these activities may be done individually or simply be a whole class discussion, and may link to the previous lesson or learning from previous units, especially where they might link to the learning of the upcoming lesson (e.g. revisiting homes from other civilisations at the start of a lesson about homes in the currently studied topic).

We assess the children in order to ensure that they make good progress in this subject. This may be done informally during the lessons in order to evaluate what the children have learned or through specifically designed end of unit assessment tasks.

At the end of each unit, teachers will record which children in their class have secured and mastered the knowledge and skills requirements for any units covered that term. Overall 'best fit' grades for knowledge and skills will be recorded on SIMS in the Summer Term and reported to parents in end of year reports .

Children keep records of their learning in their History exercise books (shared with Geography in KS1).