

History Curriculum



**Highfield
Church of England
Primary School**

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.

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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, parliament and peasantry.
- 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.

Core Components

Each history unit will include the two core components:



1. Chronology: Children will develop an understanding of the historical timeline of religious events, figures, and developments. They will learn about significant periods and milestones in various religions, gaining a sense of how religious beliefs and practices have evolved over time.



2. Sources: Children will explore and analyze various religious texts, artifacts, and other sources of information. They will learn to interpret these sources critically, understanding their context and significance within different religious traditions. This component helps children appreciate the diversity and depth of religious heritage and thought.

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 (focus on homes) 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, time allocation and links to the curriculum ladders and core components.

Medium term plans are available on the ICT system and include NC requirements and subject-specific vocabulary. The Vocabulary Curriculum Driver serves as a pivotal framework for enhancing pupils' language proficiency and conceptual understanding across the subject. At its core, this approach prioritises the identification and integration of essential subject-specific vocabulary, ensuring that pupils develop a robust academic vocabulary essential for comprehension and communication within each concept.

Teachers write their short-term plans using both the long-term and medium term plans. Short-term plans provide a Big Question for the unit and then smaller enquiry questions for each lesson. These questions ensure our pupils foster a deeper engagement with learning and instils a lifelong love for acquiring knowledge as it cultivates critical thinking and problem-solving skills, as pupils learn to gather evidence, analyse information, and draw well-informed conclusions.

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. It is important that pupils are given the opportunity to visit local places of interest, artefacts can be handled and visitors are invited in to share their knowledge and experiences. History provides a wealth of cross-curricular links, including PSHE & Citizenship, Science, DT, ICT, Geography, Literacy and Numeracy. Teachers should also plan for active learning opportunities in the form of mysteries and TASC wheel activities where possible. The role of drama as a way of reflecting on the past and gaining empathy for events and people is extremely powerful as a teaching method.

Assessment, Recording and Reporting

At the beginning of each unit, children complete a pre-assessment task. This provides the teachers with a starting point of what they need to teach, refresh or only lightly touch upon.

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 the previous lesson's content called a 'Prove it'; these activities, further show the knowledge pupils have gained. This method of low-stakes testing helps teachers decide when to revisit and reinforce knowledge to ensure it is thoroughly embedded.

At the end of each unit, children complete an assessment task. This task combines pupil self-assessment with teacher assessment to indicate how well pupils have progressed throughout the unit. Teachers use this to record who has achieved below and who has achieved above the expected standard. Teachers then use the assessment to help close any gaps.