

# Barnacre Road Primary School



## History Curriculum Statement

November 2023

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

### **History at Barnacre Road: Our Intent**

We aim to inspire our pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

At Barnacre Road, we follow the Kapow scheme of work for History. Kapow's Primary History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the "Understanding the world" Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Using the Kapow Scheme of work, we aim to:

- Build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.
- Support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.
- Allow the children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.
- Support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.
- Develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

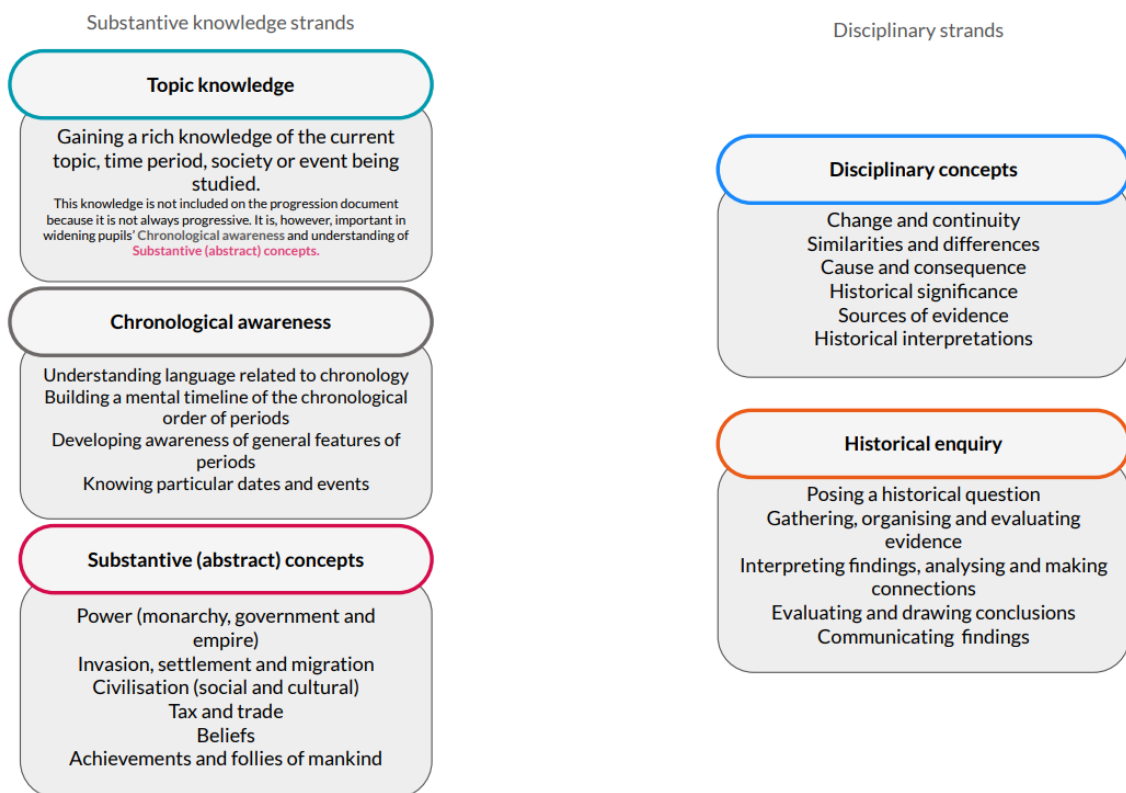
- To introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

## Knowledge in our History Curriculum

In the Early Years Foundation Stage, History is delivered within the ‘Understanding the World’ part of the EYFS Curriculum. By the end of reception, children will learn to:

- Talk about the lives of the 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.
- Comment on images of familiar situations in the past.

From year one onwards, our History Curriculum explores five key strands. The scheme of work is organised to reflect the fact that ‘knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.’ (Ofsted research review series: History, 2021)



By the end of Key Stage One, children will be able to:

- Show an awareness of the past, using common words and phrases relating to the passing of time.
- 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.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

They will be taught about:

- Changes within living memory. Where appropriate, these will be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some will be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

By the end of Key Stage Two, children will be able to:

- 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.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

They will be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study – What does the Census tell us about life in our local area?
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Life in Tudor England

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world .
- A non-European society that provides contrasts with British history – the Maya civilisation.
- The impact of World War II on the people of Britain.
- The Sikh Empire.

### Key Concepts within our History Curriculum

We believe that, in order to succeed as Historians, our children should be given regular opportunities to develop- and add to- their understanding of the key history concepts. For the purposes of our curriculum, we have identified these key concepts as:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

From the very beginning of our History curriculum in the EYFS, children begin to encounter these key concepts. They are revisited regularly to allow children to consolidate and develop their understanding. Our document, progression of concepts in History (appendix 2) details this further.

### Our History Curriculum Content

	Autumn	Spring	Summer
Nursery	During the course of the year, the children will focus on beginning to make sense of their own life story and their family's history.		
Reception	Adventures through time	Peek into the past	Look at life in the past.
Year 1	How am I making History?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Year 3	British History 1 Would you prefer to live in the Stone Age,	British History 2 Why did the Romans settle in Britain?	What did the Ancient Egyptians believe?

	the Iron Age or the Bronze Age?		
Year 4	How have children's lives changed?	British History 3 How hard was it to invade and settle in Britain?	British History 4 Were the Vikings raiders, traders or settlers?
Year 5	British History 5 What was life like in Tudor Britain?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo Saxons?
Year 6	What does the census tell us about our local area?	British History 6 What was the impact of World War II on the people of Britain?	Transition unit The Sikh Empire

Our progression document details the precise knowledge taught in each unit of work.

## Implementation

In the EYFS, History is taught through a balance of adult directed input and activities as well as time to explore books, pictures and resources in continuous provision. Children will have opportunities in adult led groups to develop skills and knowledge, then revisit through activities and continuous provision.

From year one onwards, History is taught as a discrete subject discipline for approximately one hour per week, in alternate half terms. Teachers follow the progression guidance from the Kapow Scheme of work to plan what will be taught in what order.

Our History curriculum has been designed to be a spiral curriculum. This means that essential knowledge and skills are revisited in new contexts with a higher degree of complexity, allowing pupils to revise and add to their existing knowledge. Teachers are familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary. These are shared with parents via our school website.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and

understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

History lessons begin with a recap of prior learning, from prior year groups, terms or lessons. Key vocabulary is included in lesson starters, modelled by adults within lessons and displayed on classroom History displays. Lessons incorporate various learning strategies, including independent work, paired or team work, practical tasks and tasks using ICT. Teachers adapt lessons to best meet the needs of their class.

Written work is completed in History exercise books. Practical work is photographed and stored on children's SeeSaw profiles.

### **Children with Special Educational Needs and Disabilities**

Our History curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the History curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

### **More Able Children**

Teachers may identify children as more able in History, either through end of unit summative assessments or through questioning, discussion and formative assessments. We seek to plan for specific questioning opportunities which require higher order thinking skills. Children who are considered more able in History may:

- Acquire knowledge quickly and demonstrate a strong sense of period as a result of study.
- Be able to draw generalisations and conclusions from arrange of sources of evidence.
- Be intrigued by similarities and differences between different people's experiences, times and places and other features of the past.
- Show resourcefulness and determination when pursuing a line of enquiry.
- Access complex source materials with growing independence.

### **Impact**

The expected impact of our curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.

- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (recaps) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in History are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor History provision for children with Special Educational Needs and Disabilities.

Monitoring may include: pupil interviews, work scrutiny and lesson observations.