

History Overview



At Our Lady of the Rosary School we want every child to be interested and inquisitive learners of History. We follow the national curriculum programmes of study for each year group.

Intent

- We aim to create the very best historians, well equipped to continue their studies in history as they move throughout their education. We challenge pupils to think, act and speak like those working in the field would. We do this by developing a consistent approach across all year groups.
- Knowledge and skills are explicitly taught. By knowledge we mean the people, events and developments from the past that children will learn about. The word skills, is regarded as a form of knowledge itself, and is used to cover all the various processes that children need to develop if they are to get better at a subject. Skills can both refer to a process of doing something (interpreting source) but also a thought process in order to understand big concepts such as change, continuity, consequence etc.
- We are committed to following the subject content of the National Curriculum which defines all these different aspects of history and how pupils' learning should develop over each key stage.
- High quality history teaching in primary school is our ultimate goal. This forms part of a larger progressive curriculum into KS3 and KS4. We are driven by the following key principles:
 - Getting better at history requires both knowledge and skills to be carefully blended together in all planning and teaching. Neither can be taught without the other.
- It is essential to take note of the preambles at the start of each key stage and not to simply focus on the 'Pupils should be taught about' section. This further highlights the need to keep close eye on longer term planning and the part knowledge building plays in this.
- It is fundamental that children develop chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of the characteristics of a particular period. Linking learning within and across key stages is considered essential to developing the bigger picture of history.
- Key historical terms are taught well and in context. The word king or queen may appear to be a straightforward and everyday term, but its precise meaning differs depending on the period of history in which it is applied. In some cases a new word e.g. emperor is needed instead. Such subtleties are developed over time with careful planning and revisiting.
- Historical concepts (those we intend to be stored as longer term knowledge) need to be rooted in the study of actual historical people, events, and development. This allows for the flow of the immediate narrative of learning and brings it to life. Whilst some of the detail of specific dates and names may slip away, it serves to build up an unseen and almost instinctive layer that forms our longer term knowledge. It is this that underpins all future learning, giving us a chronological framework and historical terms and key concepts that will enhance our learning not only in history but across other relevant subjects. The effect is cumulative and requires all teachers to plan to a shared vision in order to achieve this.

Implementation

- The curriculum hours in History are non-negotiable and will be followed by all staff in the school. Fixed timetables will be set before the academic year and monitored by subject leads and Senior Leadership.
- Collaborative planning lies at the heart of our curriculum implementation. We are committed to improving dialogue between and across phases and settings; with primary and secondary colleagues working closely together to develop high quality units of work, rooted in historical content. These are focused on embedding challenge, metacognition, retrieval and practice. They also provide pupils with further opportunities to develop their literacy skills within a historical context.

- Planning of each unit is rooted in four key concepts including: Chronology, Communicating History, Investigating the past and Thinking like a historian

Curriculum progression is clear:

EYFS:

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will:

- 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.

*The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

What an EYFS historian needs to understand?	What do they need to know?	How can they show they are historians?
That times passes in sequential order;	<p>There are days of the week that repeat and go in order;</p> <p>There are seasons that repeat and go in order;</p> <p>The times of the day go in order and repeat everyday e.g. morning is before lunch time</p>	<p>Start to show the awareness of time in the day e.g. stating it is lunchtime next;</p> <p>Commenting and noticing on what happens in each season;</p> <p>Being able to narrate their daily routines/weekly activities</p>
That there are key words/vocabulary associated with the passage of time;	<p>Know the past tense of verbs</p> <p>Know before and after as a concept</p> <p>Ordering language such as First, next, after that, in the end</p>	<p>Use past tense with increasing accuracy</p> <p>Sequence stories/events</p>
That the passage of time changes us all;	<p>Stages of human growth from a baby to an elderly</p> <p>Things are the same/different</p> <p>Live things do not stay the same over time</p>	<p>Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents</p> <p>Able to compare and say what is the same/different about something</p> <p>Able to notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't</p>
That the passage of time changes the world around us;	<p>Notice that things in nature change with time</p> <p>Know the seasons and key changes to nature in each season</p> <p>Know names for baby animals</p> <p>Organic things decay overtime</p> <p>Know that the plants/chicks/tadpoles grow and change overtime</p>	<p>Collect the evidence for changing seasons e.g. flowers or shards of ice</p> <p>Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</p> <p>Sequence a life cycle/stages of growth of a plant/animal</p>
We need to change what we do/wear in response to the passage of time;	<p>That weather changes according to the seasons</p> <p>That we need to dress accordingly to keep ourselves safe and comfortable</p>	<p>Comment on how what we wear changes with the seasons</p> <p>To develop self-care routines including wearing/choosing appropriate clothes</p> <p>To narrate why we wear hats in winter and sun-cream in the summer</p>
That events/celebrations take place at specific points of the year.	<p>People in our community celebrate special days</p> <p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p>	<p>Say what might happen on special days e.g. we dress a tree at Christmas</p> <p>Join in celebrations and sometimes remember what happened last year on that same day</p>

History Curriculum Design Y1-6		Core Units	
		Autumn	Summer
		Curriculum theme 1	Curriculum theme 2
Upper KS2	Y6	Conflict through time	Science and technology through time
	Y5	Local study of Anglo Saxon and Viking Britain	Early Islamic Civilisation
Lower KS2	Y4	Roman Empire and its impact on Britain	Ancient Egypt
	Y3	Stone Age to Iron Age	Ancient Greece
KS1	Y2	Comparing Queens	Great Fire of London
	Y1	Back to Beamish	Space Mission

Progression through each unit is tracked with the children, to provide purpose for learning:

Sequential components of learning	Arrival of the Anglo Saxons	Life in an Anglo Saxon settlement	The arrival of Christianity	Case study: Lindisfarne Priory	Case study: Monks of Lindisfarne	Arrival of the Vikings	Assessment task

- High quality teaching responds to the needs of children. Feedback is effective.
- High quality input from experts and educational resources complement the delivery of specialist learning admirably.

Impact

Pupil dialogue and work in books shows a high standard of history being taught. Pupils are able to talk with historical language and vocabulary about a particular period. They can make links and connections to what they have been taught previously. Historical learning and enjoyment is visible.