

History



Intent - What are our curriculum aims?

At Stocks Green Primary School, our history curriculum is designed to meet our curriculum aims which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our history curriculum. We intend that all **pupils understand and apply the fundamental principles and concepts of 'Chronology', 'Historical context – topic' and 'Historical enquiry'**. We ensure pupils have a secure knowledge of broad chronological frameworks and longer term developments as well as knowledge of the broad features of particular historical periods and places.

As a school, we aspire pupils to develop a sense of identity through learning about the past and knowing about how history has shaped their own lives and how the process of change over time had an impact on society.

We intend for the children to gain a detailed and secure sense of the time and place of the topic they are studying, so they can demonstrate sound knowledge and understanding of Britain's past and the wider world.

We also recognise the importance of critical thinking and we encourage the children to think historically and construct accounts or arguments so they can use evidence from the past to form their opinions and ask constructive questions.

We aim that in every history lesson **children know more and remember more** of our curriculum. Our history curriculum extends beyond the breadth of the National Curriculum to include a rich variety of **engaging** and **exciting** substantive themes and topics, carefully structured using our sequence of learning and retrieval questions. This includes engaging with high quality historical workshops/outings in every year group. Progression of knowledge, skills and vocabulary are all **systematically planned** so that by the end of Year 6, pupils are ready for the next stage of their education. The teaching of history in our school is intended to **empower** pupils with the disciplinary knowledge and skills to inspire pupils' curiosity and desire to continue to learn about the past and to aspire to become historians.

Our **curriculum pedagogy** is based on four distinct stages which aim develop children's knowledge over time as well as provide them with opportunities to apply that knowledge and express what they have learnt.



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Engage

Engage in memorable experiences that stimulate children's curiosity, leading them to ask questions and talk about their prior learning.

Develop

Develop new skills and knowledge by delving deeply into a theme, where children make links, create, explore, make, read and write.

Innovate

Innovate by returning to prior knowledge and skills so that children can use and apply these in new contexts (in and out of school).

Express

Express what has been learned by providing opportunities for children to reflect, test their knowledge and celebrate their achievements.

Throughout the Curriculum, whenever possible, we encourage the children to experience history first hand, through a range of Creative, exciting and enriching activities. Our history provision includes taking learning outside the classroom, practical workshop activities, visiting places of historical interest, visiting museums and exploring the local area. We also welcome outside speakers to share their knowledge, skills, culture and expertise with us.

									
Chronology	Compare and Contrast	Historians	Significant people	Civilisation	Hierarchy and power	Architecture	Technology	Trade	Local History

Implementation – How do we achieve our aims?

Mapping concepts

We have identified key historical concepts, including Chronology, Compare and Contrast, Historians, Significant People, Civilisation, Hierarchy and Power, Architecture, Technology, Trade and Local History. These key concepts are explicitly taught and developed throughout our history curriculum so the children can make links, retrieve history knowledge throughout year groups, make comparisons and draw conclusions.

For example, through the Architecture lens, children in Year 1 learn that different styles of castles were built in different periods of history and for different purposes. In Year 2, children learn about the structure of the houses in 17th century in London and how these have changed after the Great Fire of London. In Year 3, they learn about permanent man-made structures of the Neolithic period and later they compare these with the house structures within the Palaeolithic and Mesolithic period. Building on this knowledge, in Year 4 they learn about the two types of pyramids the Mayan civilisation built and they compare and contrast these with the Egyptian pyramids from the Year 3 Ancient Egypt topic. In Year 5, they study a Roman Villa and they compare this to homes in the Stone Age topic from Year 3.



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Progression and sequencing

Our History Curriculum has a **Clear progression of knowledge and skills that outlines the substantive, disciplinary knowledge and key vocabulary**. The curriculum is designed to be taught in a chronological order so the children develop a deep, clear and precise understanding of chronology throughout history. The lessons for each of the topics are also written in sequence showing the essential substantive and disciplinary knowledge and skills over time. Sequencing is very important as children will be successful in understanding new concepts if they have relevant prior knowledge.

Lesson design and curriculum delivery

Lessons are designed to **build children's prior learning** by analysing the content of the lessons taught in previous lessons and year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning and the usage of high quality knowledge organisers. Within a lesson, there is clear modelling of new concepts so that children build the procedural knowledge necessary to be successful within the sequence of learning. Opportunities to develop their knowledge are thought through in engage, develop, innovate and express lesson in various, creative forms. In this way, children get plenty of opportunities to apply their developing skills both within and across a series of lessons to ensure it is embedded in their long term memory. High-quality questioning, such as the 'Big Question', 'Enquiry Question' and the retrieval questions or targeted verbal questioning actively seeks to check understanding and encourage linking the concepts together.

Exploring historical sources

To be successful in history, the school believes that children should have the **opportunity to explore a range of primary and secondary historical sources of evidence**. As such, the school has organised practical workshops where the children have access to various artefacts so they have rich and engaging first-hand experience and they can practise asking questions and formulate answers as a real historian do. The school organises historical outings to places of historical interest.

Building vocabulary

We know how important it is to teach children correct subject vocabulary. Within our curriculum we've built **consistent use of vocabulary** across each of the lessons and themes. For instance, children become familiar with the terms: historian, archaeologist, artefacts, primary and secondary source of evidence. This helps them to become increasingly confident in using them in lessons across the year groups. The developing vocabulary used is outlined within the progression of knowledge and skills.

High quality resources and creative outcomes

The high expectations for pupils' outcomes and provides opportunities for them to showcase the knowledge and skills within the classroom or in their books. Learning is captured through the use of knowledge floor books and, where appropriate, historical outcomes can be found in other subjects – for example art. Pupil learning is captured through pupil voice, assessment for learning and retrieval practice. We **define progress in history as children 'knowing and being able to do more'**. Our history curriculum provides opportunities to see what knowledge children have retained and what skills they have mastered through carefully planned retrieval practice which help teachers to make judgments about each child's progress and attainment.





Impact – How will we know we've achieved our aims?

Assessment against end points

The impact of our curriculum can be seen through the pupil's ability to be inquisitive about the past, learners who ask questions as historians do and are able to formulate constructive responses using rich, historical vocabulary. They will be able to make links using their prior knowledge and skills to analyse historical evidence and historical facts. Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the history subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.

History Curriculum Lenses

The impact of our curriculum can be seen through the pupil's ability to be discerning historians as well as making links and connections using our historical lenses. The children will have transferable skills that they can apply across different historical themes.

At Stocks Green Primary School we believe that learning is deepened when children explore key topics over time. Throughout our history Curriculum we revisit these lenses to build on the children's prior knowledge and develop their historical schemata. Within our curriculum we break the key knowledge down into substantive and disciplinary knowledge.



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Chronology

Children develop a deep understanding of time and Chronology through exploration of timelines. They learn how events overlap from periods in history across the globe.

Compare and Contrast

Children learn to compare and contrast periods of history. They interrogate sources of evidence to draw conclusion about what life would have been like in different eras.

Historians

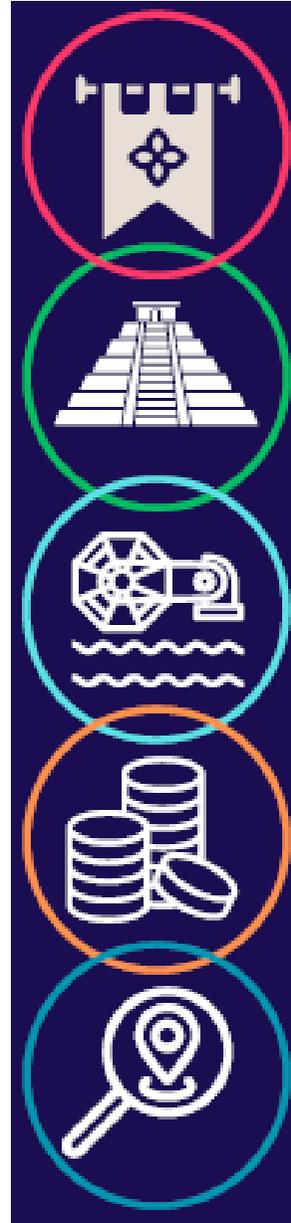
Children learn that historians study artefacts from the past, use primary and secondary sources of evidence and draw conclusions about what life would have been like in the past.

Significant people

Children learn about significant people from history. They learn that these people may have shaped or influences future thinking or developments.

Civilisation

Children learn about the society, culture, and a way of life of a particular era. They compare civilisations across different periods in history.



Hierarchy and power

Children learn about the monarchy of Britain as well as how different eras were ruled in different ways.

Architecture

Children learn about structures, housing and shelters that were used in different civilisations in different periods of history.

Technology

Children learn how technology has changed throughout different periods of history and how this influenced the rise and fall of civilisations and eras.

Trade

Children learn how people traded goods and possessions in different ways and for different purposes across history.

Local history

Children learn about the history of their locality. They study key areas, significant people and places.

