



Intent

The intent of Church Vale's History curriculum is to enable our pupils to be able to 'think like historians'. Through understanding chronology, making connections within and across different aspects of world history and by learning to critically understand and interpret evidence, pupils will be able to form opinions and understanding of important historical developments and their importance on the modern day.

Key Concepts

Lessons will focus on the key concepts of being a historian, within the breadth of the KS1 and KS2 topics. The broad key skills for History are:

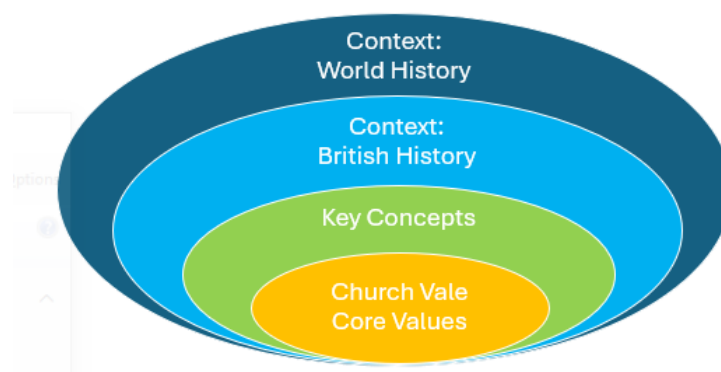
- To understand historical terms
- To understand concept of chronology
- Historical Enquiry Concepts
 - Continuity and Change
 - Cause and Consequence
 - Similarities / Differences
 - Significance of events or people
- To interpret history
- To make connections in world history
- To develop understanding of chronology

We recognise that objectives will focus on attaining or development an ability, within the context of the topics e.g. to use the Mayans to develop understanding of historical terms.

Each topic will include 'cultural capital' - the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.

Interwoven throughout the History curriculum, our 3 **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

Implementation





To enable a continued thematic approach, key concepts will be mapped out across the Key Stages 1 and 2.

How EYFS provides the foundations of history at Church Vale

As with all subject-specific learning, the foundations of history are built within EYFS. Historians need to have well-developed critical thinking skills and these compliment school's work on characteristics of effective learners. Understanding chronology is a huge cornerstone of history and the building blocks of this are secured in EYFS: through a wide-range of books set in the past; through investigating the passing of time (day/night, seasons etc.); by ensuring that pupils have a solid grasp of tenses to be able to communicate about the past and by learning the skill of being able to retell an event or story that has already taken place. Pupils are encouraged and taught in general to be inquisitive – specifically when it comes to noticing connections, this is a key feature of historical thinking. This is how pupils develop their early understanding of similarities and differences, changing and staying the same and the concept of why something has happened, all complimented with a rich diet of narrative experiences.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:

- Changes within living memory.
- 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.
- Significant historical events, people and places in their own locality.

Key Stage 2



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

Pupils should 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
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Topics to be covered by each class -



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Natural World (Orienteering)
Toys past and present
We are heroes – Florence Nightingale
Here vs There (Warsop- Seaside) Local history and environmental differences

Year 1

Orienteering
We are explorers
Great fire of London (Geography link- London- rivers, housing)
We change the world- Rosa Parks (Geography link-continents and oceans)
Geography-Hot Hot Hot! Africa

Year 2

Stone Age to Iron Age (Geography link- human physical features and processes)
Europe
Roman Britain Geog-Rome, Places of invasion in Britain
Orienteering

Year 3



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Ancient Egyptians

Rainforests

North/South America

Anglo-Saxons and Vikings

Crime & punishment

Year 4

Mayans Civilization

Mountains

Mining

Natural disasters

Year 5

Rivers

Climate change

WWII

Orienteering

Ancient Greece

Year 6



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Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.

Teachers will follow the curriculum policy and Assessment policy when planning and implementing History lessons -

Learning Questions have been developed for each history topic- teachers use these as the main focus of lessons. The questions are designed to be progressive both through the topic itself and across the year groups. The aim is that Church Vale children are becoming historians and each skill and knowledge builds on the last.

Each topic has a planning document for teachers which shows, Church Vale Values, Key vocabulary, themes, component knowledge, progression statements, why this why now, past and future knowledge and the learning is broken down in disciplinary and substantive knowledge. The document enables teachers to plan the activities which will best answer the learning question.

Each topic has a knowledge organiser which has been developed for the children to aid their learning. Children are encouraged to look at this and reflect on their learning so far.

History Curriculum

This document contains the topic areas and why we have chosen them at the point in the child's learning journey, the progression and the learning questions to be answered within each topic.

Year One Autumn 2 – Toys Past and Present		
Church Vale Values <i>Possibilities- old toy collector, museum guide, toy maker, toy shop worker</i> <i>Community – Where can you buy toys from in Warsaw? Do school have old fashioned toys? Are <u>grandpa's</u> toys good? What toys do they play with in <u>Spasskiy</u> village?</i> <i>Self-awareness – looking after things that are old and special.</i>	Key Vocabulary past, timeline, present, different,	Theme links Legacy, living memory, poverty, government
Progression statements for Year 1 Know that a simple timeline is used to show where events occurred and when particular people were alive. Changes within living memory Know that a specific time studied has key characteristics that help people understand what it would have been like to live then. Pupils should be taught about significant historical events, people and places in their own locality <u>know</u> that people and objects existed, and events occurred before living memory. Know about the lives of significant individuals in the past who have contributed to national and international achievements and compare to the life of another at the same period. Know some reasons why people acted differently in the past. Know some specific sources that support learning about the past. Diaries, newspapers, photos.		
Writing Suggestions for literacy lessons Non-chronological report Advert for a toy Venn Diagram Sequence how to make a toy		
Dual Learning questions for 'Toys Past and Present' Topic LQ1 Know some reasons why people acted differently in the past. What are toys like today? LQ2 Know some specific sources that support learning about the past. What sort of toys did our grandparents play with and how do we know? LQ3 Know some specific sources that support learning about the past. How can we tell these toys are old? LQ4 Know that a specific time studied has key characteristics that help people understand what it would have been like to live <u>then</u> . Who played with certain toys in the past and how do we know? LQ5 Know some reasons why people acted differently in the past. How can we tell these toys are old? It Summary Question II Would you like to play with toys from the past and why?		
Component Knowledge Children from poor families made their own toys and invented games. Children often worked <u>by</u> the age of 7, so didn't play for long. Toys today <u>are</u> made of plastic as <u>it is</u> easily made and cheap to buy. Toys were made from wood in the past because there was easy access to it. Toys in the past were made of wood. A museum is a place where old things are kept <u>safe</u> and people can go and look at them.		
Why this, why now? Children are developing an awareness that things were different before they were born and are starting to develop the skill of comparing. This links with the DT topic next half term of designing a moving car- children will have background knowledge to apply		

	Substantive Knowledge Learning Objective	Disciplinary Knowledge Objective	Activity
1	Know some reasons why people acted differently in the past. What are toys like today?	Be able to ask and answer questions.	Which this: Too Many Toys By David Shannon Read Aloud Children's Book YouTube Children say what their fav toy is. Follow key stage <u>history</u> Look at different photos- adverts and catalogue to see the toys we look at today. Make a list of what we notice about the toys.
2	Know some specific sources that support learning about the past. What sort of toys did our grandparents play with and how do we know?	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Use a puppet and a suitcase of toys from the past. Have children discuss each one, <u>what</u> do they notice? Do we have it at home now? Do we have anything similar? Discuss material and group into <u>ages</u> diagram. How do we know that our grandparents played with these toys?
3	Know some specific sources that support learning about the past. How can we tell these toys are old?	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Compare the new toys to the old ones- make a list of differences and similarities.
4	Know that a specific time studied has key characteristics that help people understand what it would have been like to live <u>then</u> . Who played with certain toys in the past and how do we know?	Choose and use parts of stories and other sources to show understanding of key features.	Look at poor children and toys or working photos and look at rich children with toys and not working- can we explain what the difference was? Discuss when the law came in for school and minimum working age
5	LQ5 Know some reasons why people acted differently in the past. How can we tell these toys are old? How can we tell these toys are old?	Be able to ask and answer questions.	Using our DT project- can children make their own toy in a museum we need to write when it was played with and who by.
II Summary Question II	Would you like to play with toys from the past and why?	Gain historical perspective by placing growing knowledge into different contexts.	Circle time to answer this question.
Past Knowledge Children have started to develop an awareness that things happened beyond their living memory. They have looked at old <u>Belgian</u> artifacts before.		Future Knowledge The children will explore famous people from history throughout KS1 and KS2 and start to compare lives with <u>that</u> of another person from history.	

Planning:

Teachers will use the planning document to ensure that their lessons answer the learning questions. They will use the structure of a Church Vale lesson to ensure that memory is being challenged effectively. Teachers will use assessment throughout their history topics, to decide on whether the lessons are impactful and if they need to add a



'filler' lesson to the end or midway through the topic to fill any gaps in learning or misconceptions.

Lesson structure:

Step 1- recap on previous learning- this could be flashback questions from topics from previous year groups.

Step 2- recap on recent learning within the topic- this is the opportunity to look at content on the knowledge organisers and key vocabulary.

Step 3- the lesson- activities to answer the learning question. Teacher has option to add mini plenaries or a final task.

Step 4- answer the learning question- what does the class think the answer is and how do they know?

Assessment

Teachers will enter a judgement into Eazmag at three points in the year (Aut 2, Spr 2, Sum 2). Each lesson also has a Big Question at the end of the unit. These questions have been carefully thought out and are designed to aid teachers assessment of what the children have retained. Assessment will also be undertaken using the following methods:-

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion

Please also refer to the School Assessment Policy.

Role of Co-ordinator

The History co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Impact

Learners are able to better develop their key concepts and make greater links between aspects of history studied across the whole of Church Vale and will develop a sound chronology of British and aspects of world history. Learners will develop their ability to be discerning when presented with historical evidence. Ultimately, key concepts will



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better develop and will be able to be well applied to whichever context they are currently studying.

Updated by J Nicholson March 2024