

Curriculum Overview High Ham Church of England Primary School

Curriculum Area: History

The name of the current curriculum lead is on the school website on the curriculum page.

Our curriculum approach to history reflects our ethos statement:

'Discovering, Learning, Believing Together'.

In particular, we are keen for pupils to discover their own passion for history.

Intent

For all children to enquire, engage with and understand Britain's historical past and history of the wider world. For children to build confidence with asking pertinent questions that will develop their curiosity and make comparisons over different periods of time. For children to understand people's lives and understand how their lives have been influenced by actions in the modern world. For children to take part in trips that will engage them and bring historical learning to life, through workshops and visiting different museums/galleries.

Implementation

Each class/year group will have a different topic focus every half term. Each teacher is responsible for delivering History lessons as part of our 'Topic' work. Lessons can be cross-curricular. At the beginning of each topic, teachers decide complete a WOW activity to engage children in topic. An example of this could be dressing up as a significant individual or time travelling with artefacts. Topics are currently on a 1-year rolling programme and specific to a particular class/year group. This will be reviewed regularly. Each half term, optional topic homework is set linked to either the history or geography from that are being covered that half term. This is to develop wider links and develop deeper geographical enquiry and research.

Impact

Children develop their knowledge and understanding of key historical figures, dates and periods of time. Children develop a sense of chronology across British and World history. Children feel confident to ask questions to further their understanding and help to understand key historical concepts, such as cause and consequence, similarities and differences. Children feel inspired to further their historical enquiry at home or at secondary school.

Planning

At the beginning of each topic, we take our objectives from Educater from each key stage. We ensure activities provide opportunities for cross-curricular activities. The school website has links to planning. This has been separated into year groups: Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6. Each term, every class will have one half term with a history focus. The other half of the term will have a geography focus. This helps us to plan and to ensure the lessons are increasing the depth of understanding and range of knowledge throughout the whole of that academic year. Therefore, skills will be built upon consistently throughout the key stage.

Knowledge and skills progression through the school

At High Ham, KS1 historical skills and knowledge will develop through building children's curiosity through exploring different Historical periods that will be further studied at KS2.

In KS1 this will involve pupils covering the following:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

In KS2 this will involve pupils covering the following:

- 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.

Recording

Recording of lessons will take place in Topic books across all year groups. Work will also be documented through Tweets and pictures.

Reporting

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in History relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

Monitoring

#HighHamHistory Twitter feeds show the learning objectives being taught. Curriculum leader to work alongside their curriculum partner to collate evidence including analysing how planning matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. Where relevant the implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda (aspect of the School Development Plan) to ensure the workload for history is both manageable and is making an impact on the children's learning.

Review

April 2023