



Intent

At Sharow CofE Primary School, our History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history as well as the history of the wider world throughout their time with us. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our curriculum, 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.

Our teaching of History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows 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. We aim to 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. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, we will introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.



Implementation

In EYFS, children are supported in their learning through a range of child initiated and adult directed tasks. Children are encouraged to explore their own personal history, examine past and present event in their own lives and those of family members. Through fiction and non-fiction texts - as well as other sources - children will be able to learn about significant historical figures and events.

In Key Stage One, our teaching follows the National Curriculum which sets out that 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. Pupils should use a wide vocabulary of everyday historical terms, ask and answer questions and choose and use 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.

In Key Stage One, pupils will learn:

- Changes within living memory.
- Events beyond living memory that are significant nationally
- 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.

As Historians in Key Stage Two, pupils 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



In Key Stage Two, pupils will learn:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain Examples
- 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.

Ongoing and formative assessments are made throughout each lesson taught and teachers use this information to inform further planning, identifying next steps in learning and identifying children who require further support and challenge. Children's progress is tracked termly to ensure the knowledge and skills expected at each stage of the curriculum are acquired.



Impact

The impact of the History curriculum at Sharow CofE Primary School will be clearly evident throughout school. Through pupil voice, children will be articulate about their historical learning, talking clearly about their acquired understanding. In History lessons, children will be engaged and have a positive attitude towards the subject. Looking at books, children's work will display the range of skills and knowledge taught through topics. It will show that children of all abilities are able to access the work set and that children have high expectations of themselves in their quality, presentation and understandings. Monitoring and assessment in History will show that most children are making expected progress in the subject and that appropriate opportunities are planned for pupils working at a greater depth. As a result, our learners will know more, remember more and understand more about History.

Our pupils will leave Sharow CofE Primary School equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

It is our intention 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.