

History Curriculum

History vision statement

At Sunnybrow Primary School, we aim to bring history to life and inspire children's curiosity to know more about the past. We want to develop children's historical enquiry skills to help them understand themselves, their identities, our society and our world in order to inform how they might act to shape society in the future. In addition, we want children to gain a strong understanding of how history has shaped our current lives.

It is important that pupils have opportunities to recognise that studying history can have meaning and relevance for their lives today. We provide plenty of first-hand experiences to ensure this occurs, such as visiting local heritage sites, working with local projects and having guest speakers in school. Due to the area in which our school is situated, it is especially important to provide opportunities such as visiting local castles, cathedrals, museums and historical sites as children are unlikely to have had these experiences outside of school. We aim to ensure children have the same opportunities as other children in the local area. Immersing children in valuable learning experiences such as this will add to their cultural capital.

Local history is very important to us at Sunnybrow Primary School, with the history of the children, school building and local area being studied in both key stages. Local history provides rich opportunities to engage children in their immediate local area, understand their own history and how history contributes to a greater overall understanding and bigger picture.

History lessons at Sunnybrow also provide opportunities for children to develop spoken language skills through discussion, debate and presentation.

Intent

By the end of their time in each class, the key information and skills that we want children to have and apply is as follows.

Class 1:

Children will begin to discuss and explore people and communities. They will talk about past and present events in their own lives and in the lives of family members, using past and present forms accurately. Pupils will begin to explore some reasons why people's lives were different in the past. They will understand similarities and differences between themselves and others and among families, communities and traditions.

Class 2:

Children will develop their sense of chronology, showing where places, people and events fit into a broad chronological framework. They will begin to use dates to indicate when something occurred and develop a wider vocabulary of historical terms. Pupils will develop historical enquiry skills. They will ask and begin to answer questions about events, choose and use parts of stories/sources to demonstrate understanding and communicate understanding of the past in a variety of different ways. Children will interpret history, identifying the different ways that the past is represented. They will recognise the reasons why historical events occurred, understanding what happened as a result of people's actions. They will identify similarities and differences between ways of life in

different periods, including their own lives. Pupils will recognise and make simple observations about who was important in a historical event/account.

Class 3:

Pupils will begin to develop an increasingly secure chronological knowledge and understanding of history (local, British and world). They will be able to put events, people, places and artefacts on a timeline with support and begin to use correct terminology to describe events in the past. In historical enquiry, children will ask and answer questions about the past, considering aspects of change, cause, similarity, difference and significance. They will understand that knowledge about the past is constructed from a range of sources and consider a range of these when finding answers to questions. When interpreting history, pupils will be aware that different versions of the past may exist and begin to suggest reasons for this. They will be able to describe and begin to make links between main events, situations and changes within and across different periods and societies. They will identify and give reasons for historical events, situations and changes, as well as identify some of the results of these. When exploring different periods of time, they will be able to describe some of the similarities and differences between these (e.g. social, belief, local, individual). Children will identify and begin to describe historically significant people and events in situations.

Class 4:

Children will develop an increasingly secure chronological knowledge and understanding of history (local, British and world). They will be able to put events, people, places and artefacts on a timeline and will use correct historical terminology to describe events in the past. They will use more complex historical enquiry skills. They will devise, ask and answer more complex questions about the past, considering key concepts in history. A range of sources will be selected independently that will be analysed closely and carefully. They will construct and organise responses by selecting and organising relevant historical data. Pupils will understand that the past is represented in different ways, giving clear reasons for this. They will begin to offer explanations about why people in the past acted as they did. Children will show understanding of some of the similarities and differences between different periods, using their greater depth of historical knowledge. Pupils will give reasons why some events, people or developments are seen as more significant than others.

Implementation

History is taught for 2 hours a week on a two-week cycle, meaning a whole afternoon can be spent on history every two weeks. This allows staff to plan lessons in greater depth in which children can be immersed in historical investigations, where pupils are given the opportunity to develop skills such as critical thinking, questioning and researching, as well as developing their perspective and judgement.

Teachers have identified the key knowledge and skills of each topics and consideration has been given to ensure progression across topics throughout each year group across the school. As we have mixed age group classes, topics are taught chronologically where possible across the academic year. Each classroom has a timeline display of the topics taught in that classroom, including the topics covered from previous year groups to ensure children develop a sense of chronology between topics taught. Children are able to draw comparisons and make connections between these time periods confidently by the end of year 6.

Where possible, we link topics to events related to school, children's lives and the local area (e.g. mining, the school building fire). Our other topics help children to gain a broader view of the history of Britain and the wider world, as children progress into KS2.

Our high-quality history lessons help pupils to understand the process of change, the diversity of societies, the complexity of people's lives and their own personal history. We understand the importance of investigating primary & secondary sources, using them to answer questions about the past and explore how they impact our world today. As well as this, a range of other resources are used such as educational visits, textbooks and interactive resources. The local area is utilised where possible, with visits taking place to heritage sites and museums.

Impact

History is monitored through lesson observations, book scrutinies and termly teacher assessments. Pupil voice is heard through interviews and questionnaires conducted throughout the year to evaluate the effectiveness of the curriculum and understand which techniques are found to be the most effective and enjoyable for children.

Work is evidenced in books in a variety of ways. Timelines are used in children's books to help develop children's chronological knowledge, understand what has happened within a certain time period and the effect this may have had on aspects of life. Children may annotate, describe and investigate a range of sources, including images, artefacts and pieces of writing. Children may also generate their own images and sketches of different historical artefacts. As children progress into KS2, more written based evidence is in books including written explanations or writing pieces based on a particular topic. Oral and written feedback is regularly provided to children.

In KS2, children complete KWL grids for each topic. Not only are these used to engage students in a new topic and active prior knowledge, they allow teachers to share unit objectives and monitor children's learning. Learning can be pupil led and children will see the value of answering their own questions through historical investigation. By using these grids, teachers are able to identify and address any prior misconceptions, as well as gauge what children have learned by the end of a topic. This also allows children to draw on similarities and comparisons between a range of topics. Formative assessment evident throughout topics, with key questioning taking place every lesson to ensure understanding of key concepts is checked. Teacher assessment is recorded in a working document where children are assessed as working towards, achieved or mastery for key objectives in each topic, as well as working scientifically skills. Pupils who regularly achieve mastery comments may be added to the gifted and talented register.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through our history topics, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular visits to heritage sites, museums and local projects provide further relevant and contextual learning, engaging some members of the community in children's learning and providing positive role models from the community for children to learn from.

Children at Sunnybrow enjoy learning about a range of historical events, people and periods, which is evident from hearing pupil voice. They are interested in how history has shaped their past and will continue to shape their future.

