



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

HISTORY CURRICULUM STATEMENT (October 2024)

OUR VISION

We are great Historians when we have the opportunities to:

- confidently and coherently tell the narrative from earliest times to present day
- have a strong understanding of significant aspects of history within the wider world
- understand and appreciate the diversity of societies and relationships between different groups
- use enquiry and debate to understand the past and the changes as a result of this

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

We aim to ensure that all pupils understand how history has shaped their lives and their future. Our high-quality history lessons encourage critical thinking; enhance the ability to critique evidence, promote debates through the development of chronological awareness. Through the development of these skills, we strive to foster a life-long enthusiasm for history.

INTENT

Our history curriculum enables children to recognise that studying history is relevant and exciting. We endeavour to instil a love of learning and thirst for historical knowledge as pupils evaluate a range of primary and secondary sources, consider how the past influences the present, what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions. The children will learn about local, British, European and international history, and the historical order in which people lived and events happened. They are also taught how the past can be shown and explained in different ways. Pupils will be taught to make links between these areas of learning and others across the curriculum through a themed and topic approach. The aim is to develop engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

As a school we use the Kapow scheme of work as a basis for the units we teach in History as this ensures progression of skills are built up sequentially and prior learning is built upon year on year over a two-year rolling programme. Our history curriculum has been designed to cover all the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

IMPLEMENTATION

In order to foster children's curiosity about the past, interest and creativity, we are enthusiastic about history and encourage children to explore sources of information from a variety of media and ask questions.

EYFS - History is taught in reception as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History contributes to the ELG objectives of developing a



child's understanding of the world. They will find out about the past through beginning to investigate their own life story and family history, exploring how common items have changed over time and starting to recognise that there were things that existed in the world in the past that are no longer here today, such as dinosaurs.

Key Stage 1 and Key Stage 2

Skills and knowledge within history are taught in a context and with clear purpose. Our curriculum is topic based and provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. History is taught as a discrete subject on the timetable but our history topics link thematically to Geography and Science and incorporate Art and DT, where possible, to further develop children's knowledge and understanding. This also ensures all areas of the curriculum are covered in depth. To enhance the development of pupils' historical vocabulary, we make purposeful links with a rich variety of texts used in our English curriculum.

Blocked topic teaching is used to progress children's knowledge and skills. Due to mixed classes, each class has a long-term plan on a two-year rolling programme, with three to four History topics to be covered over each year. Teachers have identified the key knowledge and skills of each blocked topic, and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. In KS1, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living history. This will ensure a firm foundation for KS2 history. The progression of skills is set out to build and develop the following:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and Historical Links
- Interpretations of History
- Historical Enquiry

Due to the nature of mixed year group classes it is not always possible to teach history in a chronological order, however, we ensure children have a secure understanding of chronology by displaying timelines which allow children to reference the previous events in time that they have studied and refer to this prior learning year-on-year and within the year.

The key historical vocabulary of each blocked topic is also mapped across the school ensuring that there is progression in vocabulary and that children understand, use and apply the vocabulary in the context of topics and concepts being studied. Existing knowledge is checked at the beginning of each topic, as part of the assessment strategy using the Kapow assessment quiz. This ensures that teaching is informed by the children's starting points. Tasks are selected and designed to provide aspirational challenge for all learners, in line with the school's commitment to inclusion. At the end of each topic, the same Kapow assessment quiz is done, and knowledge is then consolidated.

Where possible, the children learn through an investigative approach, asking questions, gathering and recording historical information from different sources and using various resources and technology. The local area is utilised, and we aim to provide our children with memorable experiences by incorporating educational visits to places of historical interest into our history curriculum and inviting guest speakers and visitors to school to share with us their knowledge of the past. Opportunities planned into the sequence of learning in EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 enhance teaching and learning in History and enable children to base learning on first-hand experiences. SMSC and British Values are threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.

The curriculum is led and overseen by the key stage curriculum leaders. As history leader, a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the on-going commitment to evolve and improve further. Assessment is used termly using BromCom and teacher planning as a tool for recording pupils' attainment and progress.



IMPACT

Progression in history is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7-year-olds being the expectation for the majority of children at the end of key stage 1 and age-related expectations being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the national curriculum outcomes for 7-year-olds and will be able to:

- show an awareness of the past,
- use common words and phrases relating to the passing of time.
- where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented

By the end of year 6, most children will attain the age-related expectations for 11-year-olds and will be able to:

- demonstrate a chronologically secure knowledge and understanding of British, local and world history
- establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time
- develop the appropriate use of historical terms
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

Across the primary phase pupils will 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 study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 - year 5 and 6 study World War II with a particular focus on the work of Bletchley Park and how this impacted on the War
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- 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 – year 5 and 6 study the early Islamic civilization, including a study of Baghdad c. AD 900
- a local study unit - Year 5 and 6 learn about Life in Victorian times with a particular focus on life for children at a Victorian school (Great Horwood School is Victorian founded in 1861)

Wider Impact of History



Language and communication

Children develop language skills by:

- exploring ideas about the focus for their work using specific and historical vocabulary;
- asking and answering questions about source materials and how this help them to develop their ideas, including recording ideas and annotating materials in the history books;
- finding out about historical periods, characters and events by extracting information from sources such as reference books, e-mails and the internet;
- discussing and comparing their own and others' ideas and research and explaining their own views.

Values and attitudes

Children have opportunities in history to:

- consider their own attitudes and values in relation to events and source materials and learn to challenge assumptions, stereotypes and prejudice in written, visual and other forms;
- develop respect for their own and others' ideas and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the historical 'landscape', including the distinctiveness of their locality, and learn to evaluate critically the role and impact of history within it.

Inclusivity, Equality and Special Educational Needs

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching history staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include:

- Pre-and post-teaching, word banks, images, videos, artefacts, trips
- Role play, freeze frame Repetition, revisit prior learning, knowledge organisers, movement breaks
- Growth mindset
- Different ways of recording, note taking
- High quality texts and challenges, word banks
- Vocabulary on display and in books for children to refer to
- Variety of activities (practical, group, pair & individual)
- Visuals – timelines
- See also 'SEN Policy'

SMSC

Spiritual Development in History



History supports spiritual development by helping children develop a sense of curiosity and mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and to aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

History involves the how and why events in the past happened and their many causes, helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

History is

- realising the incredible significance that individuals have had in the past,
- the distortions that can take place through time and the interpretations that can be made about one single event
- similarities between people now and in the past
- sources and artefacts which bring us closer to people through touching what they felt, feeling their shoes, clothes etc
- experiencing a sense of wonder by contact with the past (visits, artefacts)

Moral Development in History

History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to comment on moral questions and show compassion for people facing dilemmas, and to empathise with decisions which people in the past made and the reasoning behind those decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

History is

- a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation
- learning to see things from other perspectives e.g. life as a child during WW2
- looking at what we mean by truth in history – studying primary sources-examining census data & ordnance survey maps in KS2, comparing information from a number of sources, studying first hand reports

Social development in History

History supports social development by exploring the similarities and contrasts between past and present societies. Pupils are made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through

- working together and problem solving
- role to play to help express themselves clearly and to communicate better
- learning about social issues in past societies



- learning how past societies were organised and functioned
- discussing and evaluating the qualities, skills and attitudes
- being inspired by famous people from the past.

Cultural development in history

History supports cultural development by encouraging children to gain an understanding of, and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. History involves pupils developing a better understanding of our multicultural society through studying:

- links between local, British, European and world history
- how cultures change
- the wide range of cultural influences that have shaped their own heritage and those of others
- the range of different cultures within school and further afield
- the concept of time-past, present, future and our part in it-use of timelines, family trees, identifying hopes for the future, setting personal goals

