



## Subject: History

## Curriculum Provision Statement

*Inspiring Excellence Our days are always filled with MAGIC*

### Context

At Keir Hardie Primary School, we use history to celebrate the diverse backgrounds from our local community whilst promoting inclusion for all, from EYFS to year 6. Through our curriculum we ensure that all pupils develop the understanding of the past and the interpretation of the available evidence. Also, we build an appreciation of the world around, understand chronology and use historical vocabulary to convey information. Our history curriculum also enables pupils to access the curriculum through a variety of mediums to ensure that the learning is scaffolded for underperforming pupils to make the best progress.

We acknowledge that the study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. This is crucial for us as a school due to our diverse backgrounds: 46 different home languages and over 70% of our pupil population speak English as an Additional Language.

Intent	Implementation	Impact
<p>The intent of our History Curriculum is to ensure that our pupils become independent and critical thinkers, preparing for life in Modern Britain and the 21st century world.</p> <p>Through the teaching of history, pupils will develop key historical skills at the end of each key stage from EYFS to KS2.</p> <p>We also want to develop our pupils' Cultural Capital by ensuring that they gain an excellent knowledge and understanding of people like Louis Braille, Keir Hardie, events like the Great Fire of London, World Wars and contexts from a range of historical periods, concepts and processes.</p> <p>We promote tolerance by developing the holistic child which is effectively supported by our MAGIC habits.</p> <p>Our history curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally. Pupils develop a sense of curiosity, discuss on events and beliefs in the past. Explore similarities and contrast between past and present and examine how other cultures have had a major impact on the development of British cultures.</p> <p>We inspire our pupils by making purposeful links with the other areas of the Curriculum.</p>	<p>We use a well designed learning journey to deliver key skills and knowledge of the national curriculum which is taught half termly.</p> <p>The Early Years Foundation Stage (EYFS) follows the development matters and through understanding the world, a well considered continuous provision is used to engage pupils through activities involving the past and present. Supporting them with experiences to increase their knowledge and sense of the people and community and the world around them. In addition, reading and listening to a broad selection of fiction and non-fiction texts foster understanding of our culturally diverse world.</p> <p>Our commitment to every child's learning outcomes is effectively demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. We use History Off the Page workshops to immerse children into what has been taught and secure their understanding of the era and the events as well as educational visits to British museum, Imperial War museum</p> <p>To ensure that subject knowledge of all staff is secure, we join networking meetings with other subject leaders to share best practice. We subscribe to Historical Association and Key Stage</p>	<p>Our pupils understand the process of change (past and now), diversity of societies and relationships between different groups, the challenges each era faced as a way of promoting inclusion and respect in our school and community</p> <p>Our pupils make historical enquiries, gather the necessary information, analyse the information and present the information, enhancing their communication skills.</p> <p>High quality displays celebrate a wide range of outcomes, progress in books evidence good outcomes, discussions with pupils show appreciation of History, enjoyment and use of historical vocabulary such as "empire" "civilisation" "parliament"</p> <p>By providing opportunities for pupils to apply their knowledge and skills within applicable historical contexts we are deepening their understanding and fostering independent thinking while assessing learning and progress.</p>

History online resources that support teaching and learning.

We acknowledge special national events like the Remembrance Day through a whole school assembly. In KS2, teaching and learning about the Holocaust provides an opportunity to inspire critical thinking and societal awareness promoting our British values, especially mutual respect and tolerance as well as individual liberty. Our KS2 pupils are often invited to participate in local memorial days and commemoration events.

We have carefully selected the disciplinary and substantive aspects that reflects the needs of our community and inspire our pupils. For the disciplinary knowledge we focus on Chronological Understanding, Cause, Consequence, Significance of People/Places/Events, Similarity & difference, Continuity & change, Historical enquiry and Historical interpretation

For substantive knowledge, we look at Power, Invasion/conflict/military, Civilisation, Trade and Religion.

**Pupils make progress in history through building their knowledge of the past, and of how historians study the past and construct accounts.**  
**Ofsted Research Review**

**Subject Coverage : Nursery & Reception ( Development Matters, Early Learning Goals, Years 1 - 6 National Curriculum)**

	Autumn	Spring	Summer
<b>Nursery</b>	<p>Ourselves and our community: Exploring our own individual history and looking at the changes that have happened in our own life times - growth and change.</p>	<p>Transport: Looking at a variety of vehicles and machines and comparing how they have changed over time.</p>	<p>Planting and Growing: Observing and understanding that things change over time. Using plants, gardening and composting to explore growth, change and eventual decay over a time period.</p> <p><b><i>Children know about similarities and differences in relation to places, objects, materials and living things.</i></b> <b>DM</b></p>
<b>Reception</b>	<p>Celebrations: Exploring different events and looking at the history behind those events. Reading stories from the past and making comparisons about then and now.</p>	<p>New Life: Observing and understanding that things change over time. Using plants, gardening and composting to explore growth, change and eventual decay over a time period. Looking at change through metamorphosis - caterpillar and egg life cycle.</p> <p><b><i>They make observations of animals and plants and explain why some things occur, and talk about changes. DM</i></b></p>	<p>Once upon a time: Ordering stories chronologically and using language like first, then and finally to sequence events. Understanding the past through characters in stories, settings and events.</p>
<b>Year 1</b>	<p>Comparing life today with my Grandparent's &amp; Great Grandparents – toys, education, transport &amp; homes</p>	<p>Changes that affect us- Louis Braille</p> <p><b><i>The lives of significant individuals in the past who have</i></b></p>	<p>Seaside holidays in the past</p>

	<b><i>Changes within living memory NC</i></b>	<b><i>contributed to national and international achievements. NC</i></b>	<b><i>Changes within living memory NC</i></b>
<b>Year 2</b>	<p>The Great Fire of London</p> <p><b>Events beyond living memory that are significant nationally or globally NC</b></p>	<p>The Victorians: Compare lives and opportunities of rich and poor and those who struggled to overcome challenges including James Keir Hardie.</p> <p><b>Significant historical events, people and places in their own locality. NC</b></p>	<p>Florence Nightingale and Mary Seacole -</p> <p><b><i>The lives of significant individuals in the past who have contributed to national and international achievements. NC</i></b></p>
<b>Year 3</b>	<p>Early Britons: Stone, Bronze to the Iron Age</p> <p>Change over time, using artefacts as primary sources, awareness of representations.</p> <p><b><i>Changes in Britain from the Stone Age to the Iron Age NC</i></b></p>	<p>The Romans and their impact upon Britain: Technological advances in houses and homes, transportation and conflict</p> <p><b><i>The Roman Empire and its impact on Britain NC</i></b></p>	<p>Ancient Egypt Identify key features and events Develop a broad understanding of ancient civilisations</p> <p><b><i>The achievements of the earliest civilizations – Ancient Egypt; NC</i></b></p>
<b>Year 4</b>	<p>Anglo Saxons and Vikings The Struggle for England to the time of Edward the confessor</p> <p><b><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. NC</i></b></p>	<p>Ancient Civilisation-Ancient Greece</p> <p><b><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world NC</i></b></p>	<p>The Benin: Ancient civilisation - a non European society that provides contrast with British society.</p> <p><b><i>A non-European society that provides contrasts with British history. NC</i></b></p>
<b>Year 5</b>	<p>Elizabethan England What was life like during this period?</p>	<p>Ancient civilizations Early Islamic civilization, including a study of Baghdad AD 900</p> <p><b><i>A non-European society that provides contrasts with British</i></b></p>	<p>World War 1</p> <p><b><i>A study of an aspect or theme in British history that extends</i></b></p>

	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NC</i>	<i>history. NC</i>	<i>pupils' chronological knowledge beyond 1066. NC</i>
<b>Year 6</b>	Britain in the 1940s London during World War 2  <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 NC</i>	Rebuilding Britain after World War 2 including Windrush, migration to England from the Caribbean 1948 - 1971  <i>A local history study</i>	A study of James Keir Hardie  <i>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i>

### Enrichment/Cultural Capital

Historical vocabulary using Alex Quigley using the 3 tier model, Holocaust memorial day/Remembrance day/Heritage week/Education for change (inclusion and diversity) , Educational visits to Childhood museum, British museum, History off the page workshops , Using Voice 21 to develop Oracy  
 Historical videos, Curriculum books, Virtual tours.

NowPress Play

Displays around the school

Artis Drama to teach

Curriculum books:

**Y1** - A 1950s Childhood In the Pictures, Levers & Pulleys, Seaside Holidays Then and Now

**Y2** - The Kids Who Changed The World, The Little Match Girl, Great Women Who Changed The World

**Y3** - Ancient Rome for kids, Roman Soldier's handbook, Horrible Histories - Cut-Throat Celts, Savage Stone Age, Slimy Stuarts

**Y4** - Viking Boy, Perry Jackson and the Greek Gods, Secret of the Oracle

**Y5** - War Girls, Children of the Benin Kingdom, Stories of WW1

**Y6** - Rebuilding Post War Britain, Poems from the Second World War

## EYFS Essential Knowledge

### Investigate & interpret the past

- Begin to speak about events using the past tense (with regular past participles mostly correct)
- Use stories to distinguish between fact and fiction.
- Compare and contrast characters from stories, including figures from the past.

### Understand chronology

- Looking at how we have changed
- *Talk about the lives of the people around them and their roles in society.*
- *Similarities and differences between things in the past and now.*
- *Understand the past through stories.*

## Year 1 Essential Knowledge

### Chronological Understanding

Use common words and phrases relating to the passing of time like : past, present, before, then, old, new ...  
Sequence events in their life. Sequence artefacts (such as toys) from different points in history.

### Historical Enquiry

Ask questions like: What is the name of the toy?  
What was it used for?  
Who would use this and why?  
What are the differences and similarities to their toys now

### Knowledge and Interpretation

Compare old toys with new ones/ describe the difference between old toys and new ones

## Year 2 Essential Knowledge

### Chronological Understanding

Sequence the main events of the Great Fire of London

### Historical Enquiry

Ask/ answer the following questions:  
How did the Great Fire start?  
Why did the fire spread so quickly?  
Why did the fire went on for so long?  
What caused it?  
What happened after the fire?

### Knowledge and Interpretation

Describe what has changed as a result of the Great Fire of London.  
Describe what happened during the GreatFire of London.

Year 3 Essential Knowledge	Year 4 Essential Knowledge
<p><u>Chronological Understanding</u> Show understanding of the concept of change over time by representing the Stone Age, Bronze Age and Iron Age</p> <p><u>Historical Enquiry</u> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented e.g research, use of suitable sources of evidence</p> <p><u>Knowledge and Interpretation</u> Describe the characteristic features of the Stone Age/ Bronze Age/ Iron Age eg beliefs, attitudes and experiences of men, women and children, homes, food, daily life, materials used and animals</p>	<p><u>Chronological Understanding</u> Explain how individuals or events contributed to national change and identity. Identify key features and events of time studied, looking for links and effects across the periods Offer a reasonable explanation for some events</p> <p><u>Historical Enquiry</u> Use primary and secondary sources to find out about daily life in Ancient Anglo Saxons Use research skills to find out about Anglo Saxons</p> <p><u>Knowledge and Interpretation</u> Compare and contrast different aspects eg religion, government( monarchy, oligarchy, democracy), education..</p>
Year 5 Essential Knowledge	Year 6 Essential Knowledge
<p><u>Chronological Understanding</u> Use historical terms related to the Elizabethan era. Order significant events like the invasion of the Spanish Armada, movements and dates on a timeline. Describe the main changes</p> <p><u>Historical Enquiry</u> Raise questions based on artefacts using key vocabulary, where applicable</p> <p><u>Knowledge and Interpretation</u> Compare children living during the Tudor period and now Show an understanding of events about Spanish Armada</p>	<p><u>Chronological Understanding</u> Use relevant dates and a wide range of historical terms when sequencing events during the World War 2 period</p> <p><u>Historical Enquiry</u> Devise historical questions about change, cause and significance of the World War 2 period</p> <p>Use historical artefacts, including workshops to help understand British lives during World War 2</p> <p><u>Knowledge and Interpretation</u> Create a multimedia presentation on Rationing /the Blitz /the Holocaust Explain the effects of air raids and the causes of evacuation</p>



