



# St Cuthbert's RCVA Primary

## History Curriculum Statement

### **NATIONAL CURRICULUM PURPOSE OF STUDY**

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#### **THE NATIONAL CURRICULUM STATES THAT:**

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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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In addition, at St Cuthbert's we ensure that our children understand History is about real people who lived, and real events, which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. The children will be proud of where they live and understand their local heritage and how it relates to the national story.

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#### **NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS1**

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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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using 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 planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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.

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## **NATIONAL CURRICULUM REQUIREMENTS FOR SUBJECT CONTENT AT KS2**

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All KS2 children Pupils should 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.

Pupils should 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 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.

## **CURRICULUM INTENT**

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupil's curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenge of their time.

# **CURRICULUM IMPLEMENTATION**

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## **SEQUENCE**

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History is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in History. Planning is chronological progressive and begins with basic skills which are then applied and practised in a range of contexts and with increasing demand, competition and complexity.

It is taught through investigation and enquiry. Children develop an understanding of how history has had an impact on our lives today both locally, nationally and internationally. Whilst it is important for children to have facts, we wish to encourage independent and critical thinking which will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'. All history topics start with a question, that the children contribute to answering throughout the unit. Lessons are planned so that there is time for discussion and debate, fostering an environment of enquiry which enables children to revise and justify their opinions as well as encouraging children to ask as well as answer questions about history. We believe that history should be an interactive subject which strives to ignite a child's natural curiosity.

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## **TEACHING & LEARNING**

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History lessons focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way. The planning of learning always begins with the skills and knowledge that needs to be taught and enrichment opportunities and opportunities to apply learning.

### **Early Years**

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as dressing up

in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **Key Stage 1**

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
1	<p><b>I'm making History!</b></p> <p><b>NC ref:</b> changes within living memory</p> <p><b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p> <p><b>Suggestion:</b> My timeline, family history, investigating Christmas now and in the past.</p>	<p><b>History detectives – spot the differences!</b></p> <p><b>NC Ref:</b> changes within living memory, places in locality</p> <p><b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p> <p><b>Suggestion:</b> local history enquiry, toys/ phones/ transport now and then.</p>	<p><b>Who has helped make History?</b></p> <p><b>NC ref:</b> Significant individuals in the past, local significant individuals</p> <p><b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.</p> <p><b>Suggestion:</b> Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong.</p>
2	<p><b>Why are some places special?</b></p> <p><b>NC ref:</b> Significant places in own locality</p> <p><b>Focus:</b> Thinking about historical significance, using primary sources.</p> <p><b>Suggestion:</b> Special places in the area visit and enquiry– cathedral etc.</p>	<p><b>Fantastic Firsts</b></p> <p><b>NC ref:</b> events beyond living memory that are significant globally or nationally</p> <p><b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.</p> <p><b>Suggestion:</b> inventions, special events – moon landing, electricity, first train etc.</p>	<p><b>All change? Holidays now and then</b></p> <p><b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality.</p> <p><b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p> <p><b>Suggestion:</b> Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn</p>

## **Key Stage 2**

Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Year	Autumn	Spring	Summer
3	<p><b>Who were Britain's first builders?</b></p> <p><b>NC ref:</b> Changes in Britain Stone Age to Iron Age</p> <p><b>Focus:</b> building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p>	<p><b>Why did the Ancient Egyptians build pyramids?</b></p> <p><b>NC ref:</b> Achievements of earliest civilisations - Ancient Egypt</p> <p><b>Focus:</b> key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p>	<p><b>How have the Greeks shaped my world?</b></p> <p><b>NC Ref:</b> Ancient Greece; achievements and influence</p> <p><b>Focus:</b> Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p>
4	<p><b>Why did the Romans march through County Durham?</b></p> <p><b>NC ref:</b> A Local history study</p> <p><b>Focus:</b> Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p>	<p><b>What was daily life like for Romans?</b></p> <p><b>NC ref:</b> The Roman Empire and its impact on Britain</p> <p><b>Focus:</b> Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry</p>	<p><b>What happened when the Romans left Britain?</b></p> <p><b>NC ref:</b> Britain's settlement by the Anglo Saxons and Scots</p> <p><b>Focus:</b> Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
5	<p><b>Were the Vikings really vicious?</b><b>NC Ref:</b> The Viking and Anglo saxon struggle for England to 1066</p> <p><b>Focus:</b> Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p><b>Who was making history in faraway places in the year 1000?</b></p> <p><b>NC ref:</b> non-European society that provides contrast to British history</p> <p><b>Focus:</b> Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p> <p><b>Suggestion:</b> Mayans.</p>	<p><b>School designed unit – e.g. historic environment enquiry</b></p> <p><b>NC ref:</b> local history study</p> <p><b>Focus:</b> Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p>
6	<p><b>What's in a name?</b></p> <p><b>NC Ref:</b> Local History unit – WW1 war memorials</p> <p><b>Focus:</b> Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p>		<p><b>Has life got better for children in Britain?</b></p> <p><b>NC ref:</b> Aspect or theme since 1066 (Changing life for children).</p> <p><b>Focus:</b> Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p>
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## **EXTRA CURRICULAR HISTORY OPPORTUNITIES**

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All history lessons are tailored to the needs of the children in the class. The teachers/HLTA deliver lessons pitched at an appropriate level for all before modelling activities as well as providing differentiated tasks to support less able pupils. All history lessons are inclusive for all children.

We strive to increase the Cultural Capital for all children. We therefore try to include as many historical visits or invite visitors into school who can share their knowledge and increase their cultural capital and love for history.

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## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

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We aim to develop SMSC through History by:

### **Spiritual**

Fostering the mystery of how and why events in the past happened and their many causes. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.

Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

### **Moral**

Encouraging pupils to comment on moral questions and dilemmas from the past.

Helping children to empathise with the decisions which ordinary people made at that time, based on their historical situation.

Developing open mindedness when considering the actions and decisions of people from the past .

## **Social**

Encouraging pupils to think about what past societies have contributed to our culture today.

Promoting pupils own social development through working together and problem solving.

The study of social issues is a common theme in History lessons.

Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' Cultural Developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Gaining an understanding of and empathy with, people from different cultural backgrounds.

Examining how other cultures have had a major impact on the development of 'British' culture.

## **British values in History**

We aim to promote British values through History. British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

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## RIGHTS RESPECTING SCHOOL

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As a rights respecting school we hope that through our History topics :

- Improved self-esteem and feelings of being valued and listened to.
- Increased levels of respect for each other, leading to improved relationships with other pupils and with staff.
- A sense of security as rights-respecting language and behaviour is used consistently throughout the school.
- Improved attainment and attendance, and a reduction in exclusions.
- An understanding and respect of religions, cultures, beliefs and abilities different to their own.
- A wider and deeper understanding of the world in which they live.



# **CURRICULUM IMPACT**

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## **ASSESSMENT & RECORDING**

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We hope that our History Curriculum will encourage children to learn to make links and form a life- long love of investigating, enquiry and questioning. This has a huge impact on other curricular areas due to the links children make. Vocabulary especially is continually being expanded and embedded giving children more confidence to tackle new ideas and dig deeper.

Teachers assess children's work in History by making informal judgements against objectives. At the end of the year, the class teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

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## **MONITORING & REVIEW**

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The monitoring of the standards of children's work and of the quality of teaching through monitoring planning, lessons and pupil voice in History is the responsibility of the History lead and Head Teacher.

The work of the History Leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The History Lead meets termly with Humanities governor to discuss budget and development priorities and reports to the full governing body as part of the Head Teacher's report to governors termly.

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## **EXTERNAL VERIFICATION**

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In 2017 we were very proud to be the first school in the area to get the title of a Heritage school.