

St Vincent De Paul R.C. Primary School, Knutsford

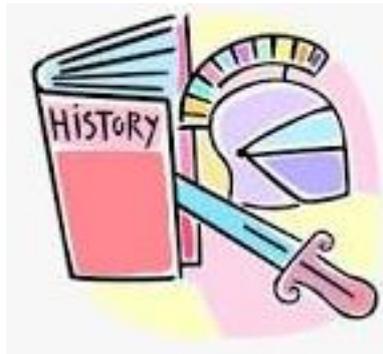
Mission Statement:

Believe, Trust and Be Ready

“That they may have life, and to the full” John 10:10



History Curriculum



History Curriculum Design

Rationale

Our History curriculum aims to develop a curiosity that makes each child inquisitive about the past. We want our children to have a strong historical knowledge of the curriculum and our local area thinking about why our town is shaped the way it is. We support our children 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 within modern Britain.

Intent

Through our teaching of History we aim to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer
- enable children to know about significant events in British history, and to appreciate how things have changed over time
- develop a sense of chronology
 - understand how Britain is part of a wider European culture, and to study some aspects of European history
- have some knowledge and understanding of historical development in the wider world
- help children understand society and their place in it so that they develop a sense of their cultural heritage
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

Implementation

History has been planned to ensure full coverage of 'The National Curriculum programmes of study for History 2014', and 'Understanding of the World' in the Early Years Foundation Stage. Children are taught a range of knowledge and skills in both Key stage 1 and Key stage 2.

In History we have established an outcomes driven curriculum which recognises the importance of identifying not just what we want our children to know and do in History but also the intellectual outcomes we intend them to achieve by and through their learning. As children progress as historians we recognise that whatever the content of their learning and the subject skills they are using, our expectations of them must be focused on the

progression in subject outcomes. These outcomes are reflected in the end of Key Stage 1 and 2 performance descriptors.

We are developing a key question led enquiry approach, which encourages our children to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

EYFS

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 understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage One

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.

Key Stage Two

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Impact

As a result of our History teaching at St. Vincent's you will see:

- Happy, confident and engaged children who are challenged appropriately.

- Children who can talk about their learning and knowledge in this subject, through skills of enquiry, investigation, analysis, evaluation and presentation.
- Children who have an interest in the past, appreciate how things have changed over time and have a sense of chronology.
- Children who know and are able to talk about key historical developments in Britain, Europe and the wider world.
- Children who have an awareness of their culture and the society that they live in.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all children make good progress.

Long Term Plans

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Through ELG -All About Me - using the children's own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.					
Y1			Toys (changes in living memory) Changes within living memory to reveal aspects of change in national life		Lord Egerton Tatton Park Knutsford fair Significant historical events, people and places in their own locality Trip- Tatton Park	
Y2	Great Fire of London Events beyond living memory that are significant nationally or globally. (gunpowder plot, Remembrance day) Trip- Weaver Hall		Lives of significant individuals in the past - Christopher Columbus, Neil Armstrong, Tim Peak. People who have contributed to national and international achievements to compare life in different periods.			
Y3			Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age (See NC for examples) Play in a day - Ages ago (Stone, Bronze and Iron ages)		Ancient Civilizations Focus study on Ancient Egypt The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of one.	
Y4		Ancient Greece- a study of Greek life and achievements	Influence of Greeks on our world Play in a day- Greece is the word		The Roman Empire and its impact on Britain (See NC for examples)	
Y5	Vikings and Anglo Saxons Britain's settlement by Anglo-Saxons and Scots (See NC for examples) The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. (See NC for examples)				Mayans A non-European society that provides contrasts with British history Play in a day - The Mayans	
Y6		Extended study projects through British History and impact on parliament/royalty/democracy A theme in British history that extends pupils chronological knowledge beyond 1066.	WW1 and 2 focused project to build on last half term A local history study - eg. how did wars affect the local area. Play in a day- Albie's peacetime (post WW2)			Cross-curricular Hist/DT (Tudor houses)

Progression

See Progression of knowledge and skills document