



# HISTORY



## Curriculum Statement

At Drake's and Otterton C of E Primary Schools, we want our children to become resilient, positive, articulate young people who are able to make well informed life choices. We believe that teaching a broad and rich curriculum which has a focus on the History taught curriculum as well as the enrichment opportunities History offers, will support our children to reach this goal.

### Intent

We aim for all children to be fully engaged in their history lessons; to be challenged by them and to make good progress during them. We want our children to explore and think critically about the facts and opinions of people and events to gain a sound understanding of how historical events and significant figures have shaped the modern world and the importance and impact Britain has played throughout these changes in time. Our lessons are designed to allow the children opportunities to explore, investigate and make mistakes which they can learn from. Their contributions are always valued and celebrated. Our aim is for children to develop 'a suitcase' of skills and vocabulary, which they can apply in other situations and to be able to be Historians! Our focus on QFT (Quality First Teaching) ensures that we have high expectations and that all children (including SEND, PP and the lowest 20%,) are supported, when appropriate, to access our full and rich curriculum.

In line with the 2013 National Curriculum: History Programme of Study, we aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.

At Drake's and Otterton C of E Primary Schools, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of the history of themselves as well as the history of Britain and the wider world.

### Implementation

At Drake's and Otterton C of E Primary Schools we strive to be historians. Our teaching enables children to think like historians, examine and enquire as historians would. Exploring artefacts and sources children are inspired to extend their knowledge of Britain's past and that of the wider world. Teaching in line with the National Curriculum as well as incorporating cross curricular topics, children come to understand that history and specific events have influenced many aspects of our culture, beliefs, routines, and developments of today. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day.

As set out by the National Curriculum, we encourage children to develop the following knowledge, skills and understanding:

### Key Stage 1

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 introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils are taught:

- 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

- Significant historical events, people and places in their own locality.

## Key Stage 2

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 combine an overview and in depth study to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught:

- 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 – 'Exeter'
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- 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.

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Children focus on three history themes a year. Whilst they portray a period of history children are encouraged to compare with other periods. Our experiences and opportunities for children to; ask perceptive questions, think critically, develop judgement and argue their beliefs inspire children to be curious and find out more about the past.

Children are provided with opportunities to experience and visit sites of historical significance as well as engage with the wider community and visitors who can re-enact or relive their own experiences of past events.

## Impact

As children progress through school they develop a deep knowledge, understanding and appreciation of the complexities of people's lives through the changes in time. We encourage the understanding of diverse society and how these relationships have changed over time. In our cross curricular approach, we ensure that history is included across each year group within every topic of learning, with a level of progression (illustrated in the Progression of Skills documents) that supports and challenges our children so that they develop lively, creative, enquiring minds.

History is also celebrated through Theme Days (e.g. dress as an Evacuee; Roman; Greek) and many visits to historical sites and visitors to school.

The Curriculum Leader for History is: Mrs Lucy Alcock

### History Education in the Early Years:

History is encompassed in the EYFS through 'Understanding of the world'; combining 'People and Communities', 'The World' and 'Technology'. Children begin and continue to develop and understanding of history through topic based learning. In addition, we encourage children to reflect on their own special events and express their own past experiences through imaginative play.

Children have a leaning environment enriched with topic based historical objects to enhance children's senses and curiosity, and to incorporate into their imaginative play. Furthermore, the children have both fictional and non-fictional prints and texts in their surrounding environment which they can explore.

In Early Years children begin each year with the child centred topics which explore their own history! This helps the children to develop an understanding of their own identity, similarities and differences in both appearance and cultural routines. Furthermore, SMSC/PSHE allows children to discuss with each other their feelings and understanding of the world through their own experience.

In addition, the Characteristics of Effective Learning within the EYFS, encourages children to explore their world around them. By engaging with objects and environments that they see, teachers encourage children to explore, question and develop curiosity about the history and significance surrounding them. These skills are fundamental in the development of our historians.