



At Pool Hayes Primary School, we are committed to providing our children with a curriculum that inspires and challenges them to learn

Curriculum statement for the teaching and learning of History

INTENT	<p>At Pool Hayes Primary we value history as it provides an opportunity to deepen our understanding of significant events. As a school we are passionate and enthusiastic about teaching the history curriculum. At Pool Hayes Primary School we want our pupils to have coherent knowledge and understanding of Britain's past. Our pupils will explore the past and develop both their understanding and historical curiosity. Our pupils will learn about a range of significant periods of history through accurate historical enquiries. Children will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our curriculum will encourage children to explore topics in depth and gain a deeper understanding. We encourage regular references to timelines to show how topics fit together as well as having a hands-on approach-involving artefacts to bring history alive. We will accomplish this through: thoughtful discussions, questioning and analysis, trips, themed days, visitors and quality first teaching.</p> <p>The early years foundation stage aims to ensure that all pupils:</p> <ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Talk about the lives of people around them and their roles in society.• Understand the past through settings, characters and events encountered in books read in class.• Know some similarities and differences between things in the past and now. <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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
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	<ul style="list-style-type: none"> • 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- and long-term timescales 			
Underpinned By	High Expectations	Modelling	Fluency	Vocabulary
	<p>All children are expected to succeed and make progress from their starting points. Teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.</p>	<p>Teachers model new skills and terminology through quality first teaching.</p>	<p>Children soon become confident at applying their skills into other areas of the curriculum, e.g. Understanding the order of numbers and applying to creating a timeline.</p>	<p>Subject specific vocabulary is taught explicitly and is expected to be used throughout, e.g. discussing kings and queens and introducing the word monarch.</p>

Implementation	<p>KS1</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. 	<p>KS2</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. 	<p>Pool Hayes Primary School</p> <ul style="list-style-type: none"> • The children are taught history in two of the three terms to enable the children to achieve depth in their learning. • The pupils participate in a history lesson for a whole afternoon (2 hours) each week • Some history topics last a whole term whilst others may take half a term • Teachers plan a stunning start and a fabulous finish for each topic to engage and hook the children. • Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. • By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day.
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	<p>Taught discretely Children learn about a range of topics throughout their time at Pool Hayes Primary School. It is important that the children understand the chronological order of the historical events.</p>	<p>Local links As a school, we try and link our local historical events into the topics we are studying e.g. when we learnt about monarchs we looked at the Boscobel tree.</p>	<p>Trips/visitors/inspire workshops/themed days</p> <ul style="list-style-type: none"> As a school, we try and plan exciting and informative trips or invite visitors into our school. This helps the children to understand events in a different light e.g. when studying Ancient Greece, we visited the Birmingham Art Museum. Every year, each class holds an inspire workshop where the parents come into school and help us create masterpieces with the children based on their topic. These workshops are often creative activities and the parents participate with their children. A recent inspire workshop we have had, was when the parents and children created weaponry during the Ancient Greece topic. We have themed days to celebrate historical events.
	<p>Cross Curricular Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. a piece of writing related to the topic they are currently studying or creating a piece of artwork in the style of an artist that is linked to the topic.</p>	<p>Showcasing our achievements As a school, we celebrate our historical achievements in a range of ways. We often have examples of work on our displays around the school, take photographs and we share examples with parents on class dojo.</p>	

Impact	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about their history topics. They are able to recall their favourite lessons and the topics they have studied. Children speak fondly of their history lessons and enjoy learning about the past.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <ul style="list-style-type: none"> Pupils can demonstrate their understanding. Pupils can make links between the different themes and recognise the similarities and differences. Pupils know about key events and people. Pupils build their overview of the past throughout their time at Pool Hayes Primary School. Each unit is assessed on DCPro using the criteria: working towards, working at or greater depth. 	<p>EVIDENCE IN SKILLS</p> <ul style="list-style-type: none"> Pupils can order significant events chronologically. Pupils use key vocabulary to explain their understanding of the past. Pupils can analyse, interpret and reflect on information. 	<p>OUTCOMES</p> <ul style="list-style-type: none"> At the end of each year we expect the children to have achieved age related expectations for their year group. Some children will have progressed further and achieved greater depth. Children who have gaps in their knowledge receive appropriate support and intervention. History lessons create reflective and inquisitive learners. Pupils will develop an understanding of a range of periods throughout history. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
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