



SUMMARY OF APPROACH TO HISTORY NEW END PRIMARY SCHOOL



Intent

The aim of New End has been to develop an ambitious curriculum which enthuses and engages children in History.

We aim to give children a window into the lives and experiences of real people who lived; real events that have happened in the past and giving them the tools to research, sift through evidence, question and argue their point of view – skills that are essential in life. We have worked to provide a progressive programme of learning in skills and knowledge essential to pupils' understanding of new historical material whilst making meaningful links with previously learnt material.

Our intention is to harness children with the skills to gain a greater understanding of how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions and their effects on the child's 'today' and future. The curriculum and programme of teaching across the school is to create a history journey that details key chronological events and eras as well as introducing common themes and questions that feature in all aspects of the past.

Our curriculum aims are:

Revisit key themes and concepts that can both broaden, and deepen children's historical knowledge.

Teach historical content through an enquiry focus to develop the skills needed to be a historian and create a meaningful connection with the past.

By the end of KS1:

Explore changes in living memory within the sequence of lessons e.g. Changes with [toys](#): how are toys and how people play different today from when my grandparents were alive?

Have learnt about events beyond living memory that are significant globally and nationally

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To explore the lives and achievements of famous people in the past and gain an understanding of what life was like during the periods in which these famous people lived. How was it different to life today? How would their life have been different if they had lived at the same time as this person?

To learn about significant historical events, people and places in their own locality

By the end of KS2:

Pupils should have an understanding of early civilizations

Explore and investigate themes that run through history

Pupils should have learnt how to glean information from evidence in the form of both primary and secondary sources.

Pupils should ask questions for themselves and use the basic process for historical enquiry:

- 1) Provide evidence
- 2) Ask questions
- 3) Suggest answers
- 4) Provide more evidence
- 5) Refine answers

Implementation

Our enquiry questions form the basis for our units, meaning that pupils gain a solid understanding of historical knowledge and skills by applying them to answer enquiry questions through a series of lessons. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change in skills and understanding.

History is taught via weekly lessons in half termly topics, alternating curriculum time with Geography. Children engage in independent, paired and group work. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. Educational visits to museums and places of historical interest are provided throughout the curriculum, to broaden and enrich the children's understanding of the world. Themed weeks and in-school workshops from specialists and drama groups are a feature of History provision at New End.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required.

Please see curriculum overview below.

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for History. The impact of this type of curriculum can be constantly monitored through both formative and summative assessment opportunities. Opportunities for children to present their findings using their historical skills will form part of the assessment process in each unit.

The expected impact of following the History scheme of work is that:

- Pupils are confident and can talk knowledgeably about what they have learned in History using subject specific vocabulary;
- The pupil voice discussions show that pupils enjoy History and are able to recall their learning and knowledge over time, making links between units of work;
- Work in pupil exercise books demonstrates that History is taught with opportunities for pupils to work at a greater depth;
- Pupils make sustained and rapid progress across both key stages,

- Work is of high quality, with pride taken and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.



| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|--|---|-------------------------------|---|-----------|---|
| EYFS | All about me Study of our lives Families | | Toys Past and present toys | | Dinosaurs | |
| Year 1 | | Family History Where do I come from? | | Changing Homes Victorian Kitchen: How have kitchens changed over time? | | |
| Year 2 | | Great Fire of London Events beyond living memory that are significant nationally or globally Why did the Great Fire of London spread so quickly? | | How does the legacy of significant figures affect our modern day lives? "Rosa Parks Martin Luther King | | Why do Motte and Bailey castles exist in England? Knights and Castles The Battle of Hastings The Norman Conquest Motte and Bailey Castles |
| Year 3 | | Stone Age: How did people survive in the Stone Age? Timeline Understanding Tools/Weapons Key aspects of dwellings Transition to Bronze Age | | Bronze Age: How did the discovery of metal change their lives? Timeline Understanding Tools/Weapons Comparing quality of life in the Bronze Age and modern times | | Iron Age: How did they lead their lives according to their beliefs? -Gods/Goddesses -Traditional Beliefs -Understanding Egyptians approach to death/mummification |
| Year 4 | | Romans in Britain Was Boudicca a good leader? | | Anglo-Saxons Why did the Anglo- Saxons invade Britain? | | Vikings Vikings: Farmers or Marauders? |

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| | | Use sources of information to find out about Boudicca's life. | | Use sources of evidence to understand main reasons why they invaded. | | Research based topic. Raid on Lindisfarne Monastery Investigate artefacts found at Coppergate |
| Year 5 | | Shakespeare and Tudor Times What can we learn about the lives of Tudor people from primary sources? | | Hampstead What can today's Hampstead tell us about the past? To see how Hampstead is linked to historical events and how these, in turn, have shaped national and international history. | | Ancient Greece <i>What was life for a child in Ancient Greece?</i> Use sources of evidence to understand the life of a Greek child and discuss the theme of equality. |
| Year 6 | | Crime & Punishment Grasp the long arc of time via a broad sweep of 1000 years since 1066 <ul style="list-style-type: none"> • How were criminals punished 800 years ago, and how do we know? • What does the legend of Robin Hood tell us about medieval justice? • More of the same? How did crimes and punishments change between 1500 and 1750? • Why did punishments become so bloody in the 18th century? • Why did so much change happen in the 19th century? • Has the way we catch and punish criminals improved that much in the last 100 years? | | The Second World War 1939-1945 <ul style="list-style-type: none"> • What events led to the outbreak of WW2? • What was "appeasement?" • Who was Winston Churchill; Why do we remember him? How did World War Two affect children in Britain? Why do we remember the Kindertransport? Why were the D-Day landings successful? What did it take for the war to come to an end? | | The Maya 900 - 1500s Identify similarities and differences with the Maya civilisation and other ancient civilisations making connections with the Mayans influence on governance, mathematics, writing and religion. Place the development of the Maya civilisation into context within a world setting; contrast with contemporary developments in Britain; compare the history and effects of invasion in both areas and the survival of the Maya and Anglo-Saxon culture. |