



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, and 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 knowledge and skills 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Teach Historical content which creates a narrative in both the short and medium term that in due course culminates in an overarching, long-term narrative.

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

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

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 geographical knowledge and skills by applying them to answer enquiry questions. 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.

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 region 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 our scheme 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 Homes: who lived in a house like this? Exploring homes and houses through the ages and making a comparison. | | | |
| Year 2 | Study the lives of significant individuals in the past. Rosa Parks Martin Luther King | Great Fire of London Events beyond living memory that are significant nationally or globally | | | Knights and Castles The Battle of Hastings The Norman Conquest Motte and Bailey Castles Guy Fawkes And The Gunpowder Plot | |
| 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 | | | Ancient Egyptians: How did they lead their lives according to their beliefs? -Gods/Goddesses -Traditional Beliefs -Understanding Egyptians approach to death/mummification | Hampstead: What makes our local area unique? (From History focus) A local history study Walking Tour Mapping Hampstead Heath Flora and fauna of the Heath |
| Year 4 | Celtic Britons: How did the Celts use natural materials in their daily lives? Timeline | Romans in Britain Organisation of the Roman army Entertainment Buildings and legacy | Anglo-Saxons and Vikings Where the Vikings came from and why they raided Britain. | Anglo-Saxons and Vikings Key aspects of Viking life How the legal system worked in AngloSaxon and Viking Britain. | | |

| | | | | | | |
|--------|--|---|---|---|--|--|
| | Britain before the Romans Celts and Romans in Britain Boudicca | The Roman Withdrawal – settlement by Anglo-Saxons and Scots | The significance of Anglo-Saxon kings during the Viking period. King Ethelred II Danegeld | How the last Anglo-Saxon kings shaped Britain. | | |
| Year 5 | Ancient Greece <i>What was life for a child in Ancient Greece?</i> | Ancient Greece <i>What was life for a child in Ancient Greece?</i> | Shakespeare and Tudor Times <i>What was life for a child in Tudor times?</i> | | | |
| Year 6 | | TRADING AND EMPIRE: For whose benefit? Global Trade Birth of Empire Slavery The Conquest of Canada The East India Company Life in The Royal Navy Independence and the Commonwealth | | BENIN 900-1300CE How does this West African society compare with contemporary English ('British') society? Rise and establishment of the Benin Kingdom Rulers of the Edo people Everyday life, religion and worship, Trading currencies and Trade routes Music and art How the Kingdom of Benin came to an end. | | |