Much Birch Church of England Primary School – History Curriculum Context

We will flourish and reach our God-given potential.

Much Birch Vision Statement
We will flourish and reach our God-given potential. *I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit.* John 15:5 All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations. *Our vision underpins all that we do in school. This vision, supported by our Christian values, allows us to serve our community within the context of Christian belief and practice.*
Curriculum Statement
At Much Birch, we believe History is a fascinating subject. Through our teaching, we aim to inspire pupils to be curious about the past of the world they live in. We encourage the development of a curiosity and knowledge of local history, national history and the history of the wider world. We want children to have an inquisitiveness about the past; to begin to ask and answer questions about past events and times; to develop the skills to answer those questions and begin to examine the reliability of the evidence and sources they use. Our history curriculum has been carefully planned to ensure that children encounter a wide variety of people, eras and periods whilst they are at Much Birch. We aim to use a variety of activities and approaches to give maximum opportunity for learning to take place.
Curriculum Intent
Cultural Capital
Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. For children to be successful in their future life they need to be given opportunity to develop those necessary skills. This will help children set and achieve goals and achieve success in their future ambitions. It will give them the desire and aspiration to aim high and work towards a positive outcome. Our key drivers facilitate the development of those skills and behaviours. Our History curriculum is being consistently reviewed to ensure opportunity for all pupils to "celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country" Cultural Learning Alliance
School Values

Our school vision and aims underpin all that we do and form the basis of our curriculum.
Through our History curriculum at Much Birch we develop our school values through:

Friendship

Providing a curriculum setting and culture where all are included and work collaboratively together, understanding that together we can achieve more.

Hope

Providing a challenging curriculum that raises aspirations in which every child can succeed and reach for greater understanding and grow and achieve beyond what we thought was possible.

Humility

Providing a curriculum that promotes respect and thankfulness for our past and what it can teach us for the benefit of all in the future.

Perseverance

Providing a challenging curriculum that raises aspirations; in which every child can succeed and reach for greater understanding; and grow and achieve beyond what we thought was possible.

History comes under the heading of Understanding the World in the EYFS and is a national curriculum subject for KS1 and KS2. It offers children opportunity to explore and ask questions about the world in which they live. It also gives them valuable skills for later life.

Through a well-planned progression of topics and skills, children are given the opportunity to acquire new knowledge and develop an interest and fascination with their own past and the past of their locality, country and world.

Through a variety of teaching methods and activities, children work individually and collaboratively to learn new historical skills.
Through theme days', children will work with children from around the school, giving greater opportunity to develop an inclusive, collaborative mindset and help to embrace the different backgrounds and heritages of the world.

Implementation

Each year group has its own historical topics, skills and vocabulary to focus on. During the topics some recap, of previous learning, will take place to reinforce and extend knowledge and skills. The children will progress through the school assimilating the new knowledge and skills as they move through the key stages. Most teaching will take place through half termly topics. However, some teaching will be covered during discrete, focused lessons or theme days.
All children will have opportunity to go on trips to extend their historical knowledge and skills. These will begin in the local area and progress, as appropriate, to wider local and regional localities. Links with other curriculum area will be encouraged.

Teachers will:

- plan exciting lessons which build on previous skills and knowledge.
- create a learning environment which supports learning e.g. role play areas, interactive displays, displays of vocabulary, topic boxes.
- link historical topics to other areas of the curriculum.
- Use a variety of materials and approaches in order to ensure maximum opportunity for skills to be developed.
- Review topics on a regular basis to ensure that appropriate coverage is made and maximum opportunity given for historical skills and vocabulary to be developed.

Children will:

- work on their own, in pairs and small groups to increase their knowledge and develop their skills.
- Be supported individually/in groups as needed
- Be given opportunities to develop their knowledge and skills through visits of experts, theme days and cross curricula activities.

EYFS Children study history through the Understanding the World strand of the curriculum through a range of fun, play based activities and experiences.
As children learn about the world around them they find out about the past through talking to parents, grandparents and friends; looking at photographs and objects and looking at books and photographs.
They develop an interest in their own story as well as the stories in their family and the stories of the world around them. This helps to develop an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

KS1

Pupils will learn to:

- Develop an awareness of the past
- Use appropriate vocabulary and terminology
- ask questions
- know ways which we find out about the past

They will learn about

- changes within living memory a
- significant events beyond living memory.
- the lives of significant individuals who have contributed to national and international achievements leading to a comparison between different periods.
- significant historical events, people and places in their own locality.

KS2

KS2 Pupils will extend their knowledge to:

- develop a chronologically secure knowledge and understanding of British, local and world history
- Make connections and identify trends over time
- Develop an awareness that our knowledge is constructed from a range of sources
- Devise historical questions about change, similarity and difference and significance

They will learn about:

- changes in Britain from Stone age to Iron age
- the Roman Empire and its impact
- Britain's settlements by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggles for the kingdom of England
- Local history
- The achievement s of earliest civilizations
- Ancient Greece

An aspect/theme in British history beyond 1066

SEND : Children with Special Educational Needs and Disabilities.
All children have access to, and take part in history lessons. Teachers will be aware of the differing needs within their class and plan accordingly. Teachers will display relevant vocabulary to support learning. They will make knowledge organisers available to act as prompts or scaffolds. Teachers are aware of the need to differentiate when questioning. When appropriate and where possible, teaching assistants will support learning, including

pre-teaching/revision of knowledge and learning.

Impact

How implementation will be measured.

- Discussion with children and staff.
- Book looks.
- Observation.
- Assessment

You will see:

- Carefully planned, engaging lessons.
- Children talking positively about their geographical learning, relating it to real life experiences.
- An increasing knowledge and awareness of their past, the past of their country and the past of the world. .
- An increasing ability to confidently use historical vocabulary.
- Children beginning to ask their own questions.
- Strong links with other curriculum areas –including maths, geography, Forest School and English

How we will know how the pupils are doing:

- Lesson feedback.
- Feedback from support staff.
- Parental comment.
- Teacher assessment.
- Photographic evidence.
- Classroom displays.

This will lead to:

- Children who enjoy history
- Children who are eager to extend their historical knowledge.
- Children who demonstrate an increasing range of historical knowledge and skills.
- Children who confidently use historical vocabulary to describe their knowledge and understanding.
- Children who recognise that knowledge of the past contributes to them having a positive impact on the future.