

Subject on a page:

History

At Probus Primary, we **believe** that through the study of History, children make sense of their world and enrich their understanding of it. Our History curriculum will instill knowledge to our children about similarities and differences between societies and cultures across differing and similar time periods. Children will learn of the significant impact that events have on people and places. This will help them to become historians, who will **achieve** well-rounded historical knowledge and skills sets.

Probus Primary
School



Intent – we aim to:



Ensure children develop a sense of identity through learning about the past. We want them to know how history has shaped their own lives and to have an understanding of their locality.



Ensure children have a strong understanding of chronology, and are able to make comparisons between historical periods and events previously taught.



Ensure children gain knowledge of key historical periods, events and figures in order to recognise how these have shaped the world we live in today.



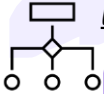
Develop children's ability to interpret and evaluate a range of sources of evidence. We want children to explain how sources inform us about how people around the world used to live.



Inspire critical thinking skills when reviewing information about the past. We want them to think critically, weigh evidence and reason with the past.



Provide children with a variety of experiences both in and out of the classroom to create memorable learning opportunities.



Implementation – How do we achieve our aims?

Concept Led Curriculum

At Hope Primary School, we recognise that History is underpinned by the key concepts below. Our curriculum topics allow children to develop a vast understanding of these concepts and enable children to fully understand the impact of significant events in History. Key concepts will be taught through the scheme of work and through the 'Concept Toolkit', which provides additional activities for both KS1 and KS2. The concepts covered in these Toolkits are those that run through the national curriculum and become more explicit in KS3. Each Concept Toolkit is structured around Waypoints - which are steps towards mastery in this concept.

KEY Concepts



Chronology



Change and Continuity



Cause & Consequence



Significance & perspective



Evidence

A Consistent Approach

Our History curriculum follows the National Curriculum and has been devised through a range of sources (teacher made, Key Stage History, National Oak Academy and Historical Association). With understanding of progression from the EYFS Framework, Key Stage 1 builds on the fundamental skills and knowledge taught. Topics selected for History follow the statutory guidance to ensure accurate and broad coverage. History is taught in chronological order, with Year 3 studying pre-history through to Year 6 studying more recent history. Our long-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance across the curriculum and opportunities for children to revisit previous learning.

Project Drivers



Pre-history



Ancient Civilisations



British History



Significant People



Local History



Recent History



Non-European Study

Development of Key Skills

At Probus, children will learn key skills. The key skills we have identified are drawn from objectives in the statutory frameworks and are apparent throughout our curriculum. In EYFS, children begin to learn these skills simplified as part of their learning about the past. From KS1, the skills are taught more explicitly through individual units and through 'key concept' activities linked to their topics. These skills are then developed further in KS2.

KEY SKILLS



Sequencing



Enquiry and Questioning



Making Connections and Comparisons



Interpreting & Evaluating Evidence



Criticality



Communicating

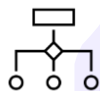
Key Knowledge

The curriculum offer is structured to be both broad and balanced, but also rigorous and engaging through two types of knowledge.

We believe, to build well balanced historians, knowledge and skill is equally as important. Children will learn the substantive knowledge throughout units taught and develop the disciplinary skills required to act like historians.

Strong Foundations

In EYFS, children begin to understand the difference between the past and present. As part of the Understanding the World strand, the Past and Present Early Learning Goal requires that children understand the concept of 'past', laying the foundations of chronological awareness. Children draw upon their own experiences and experiences of characters in stories to increase their understanding of the past. In both Nursery and Reception, learning involves sharing stories, holding discussions and exploring items from the past.



Implementation – Continued:

Local Study Focus

We recognise the importance for children to explore the impact History has had on their own locality. To do this we ensure that a local study focus is taught in KS1 and KS2. In KS1 children will undertake a local History study around the topic of Travel and Transport. This will include observing how travel and transport has changed in Liverpool and a trip to the local museum and Albert Docks will evidence part of this learning. In lower KS2 throughout the Romans topic, children will complete a further local study and visit Chester to look at artefacts left by the Romans. In upper KS2 children revisit this skill and complete a local study focus on the impact of the Industrial Revolution in Liverpool and how it changed their cities future. Using this skill children will be able to develop a greater understanding of the impact History has had in their own locality.



Diversity Promoted

We recognise the role that people of all races, genders and religions have played in British history. We know the importance for children to see diversity in History and ensure that children explore a diverse range of historical figures. In KS1 children study life of Powhatan people and why colonists left England to risk their lives in North America. In KS2, children study the Shang Dynasty and the Benin Kingdom. Children also study how people have fought for civil rights and cover significant topics such as 'Section 28', 'Wheelchair Warriors', 'Oliver Brown and the Board of Education', 'Rosa Parks' and 'The Black Lives Matter movement'.



Use of Primary and Secondary Sources

Children throughout the school are provided with opportunities to explore different Historical sources. These include information books, websites and artefacts. The use of artefacts allows children to gain a more hands-on experience of the past. In KS2, children learn to evaluate both primary and secondary sources and gain an understanding of how perspective plays a role in interpreting evidence.



Strong Vocabulary Development

Key Historical vocabulary is displayed, discussed and referred to in all lessons. It is also revisited after the lesson to help children to retain new vocabulary. Key vocabulary is also displayed on knowledge organisers alongside definitions and examples. Vocabulary is revisited during weekly quizzes at the start of each lesson to help children understand more and remember more.



Enrichment Opportunities

At Hope, underpinning our History curriculum are first-hand experiences. Experiential learning is incorporated into our curriculum by use of trips to places of historical significance, various museum visits and school-based visits from experts to enhance children's understanding of the past. Children will also have the chance to explore local history, in both the city they live and beyond.



Impact – How will we know we have achieved our aims?

Children have developed a sense of identity through learning about the past. Children have a strong understanding of their locality and the significance of their local area.

Children can use the language of chronology and identify periods of History on timelines. Children are able to make comparisons between historical periods and events.

Children can talk about people, events and periods of History they have learnt about. Children are reflective learners and can comment on how these have impacted the world we live in today.

Children are confident in using primary and secondary sources of evidence to make inferences about the past. Children understand how perspective can affect evidence and can recognise why interpretations may differ.

Children will ask questions in lessons and follow lines of enquiry as part of their learning about the past. Children can think critically, weigh up evidence, sift arguments and understand the impact of perspective.

All children leave Hope Primary having taken part in a variety of experiences both in and out of the classroom. Children have many memorable learning opportunities and have visited a number of places of historical significance.



Classroom Displays

All classrooms have a space to clearly display the current topic's PKO and key vocabulary. Linked curriculum topic reading books are also displayed in reading corners and are rotated regularly.



Timetabling

In both KS1 and KS2, History lessons are taught weekly. KS2 children will study three curriculum topics per year (autumn 1, spring 1 and summer 1). Each block will consist of six lessons and an end of unit assessment. KS1 will cover two units which will be complemented with specific lessons linked to the concept toolkit. In EYFS, learning occurs through carefully selected topics throughout the year.



Timelines

In order to strengthen children's understanding of chronology, each unit regularly makes reference to timelines in the pupil booklets. Throughout the scheme, children also have opportunities to create their own timeline and will continue to add to this over time. The chronology waypoint activities further support children to develop a sense of scale and examine patterns of change and continuity across increasing extended periods of time.



Cross Curricular Links

History links well with other subjects - particularly Geography and English. Children have opportunities to write about historical figures and past events in both History and English lessons. Where possible, the books studied in English have a link to the History curriculum. Children also read and listen to books that enhance their understanding of History topics taught. Computing is also used in History lessons for research and watching videos. Children also study citizenship, through moral, social and cultural development and develop geographical knowledge when learning about past events in other places. The History curriculum also links to the arts, looking at art, music and technology from the past as source of evidence.



Reading in History

Children read and listen to books that enhance their understanding of History topics taught. Children read non-fiction books and picture books where appropriate. Class book corners have current topic books for children to explore at leisure which are ordered from our local library service. These are rotated regularly by class teachers.



Enquiry-led Learning

All History lessons begin with a key question to be explored through learning. These questions are then reflected on at the end of lessons and new learning is logged on the children's learning reviews..



British Values

Learning in History has strong links to the British Values. Throughout our topics children will explore how different periods of History have impacted British Values within communities. Children will develop an understanding of Democracy, Rule of Law, Respect, Tolerance and Individual Liberty and be able to make comparisons to today's view of British Values in current societies and communities. In KS1 children begin to explore British Values through the topic of Pocahontas with a focus on influencing change through the Rule of Law British Value. In addition, in KS2 children begin to further develop their understanding of Democracy, Rule of Law and Liberty throughout the topics of Ancient Greece, Changing Britain and Civil Rights. We recognise the importance of teaching British Values throughout our curriculum to teach our children to grow into caring, democratic, responsible and tolerant adults in the hope that they can and will make a difference to society.