

## **History Curriculum Statement 2021**

### **1. Curriculum Intent**

The History curriculum at Gearies aims to inspire children to be curious and enthusiastic Historians.

When the children enter EYFS, History is part of the National Curriculum's learning objectives for developing children's understanding of the world, so they will learn through experiences that introduce the concept of time and change. Children are encouraged to sequence simple events and to look at how they have changed over time from birth to the age of five. Children also explore patterns and routines and may be given opportunities to take part in events to celebrate time.

The National Curriculum states that the principal focus for children in KS1 is to 'develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.' At Gearies, our children are taught to use a wide vocabulary of everyday historical terms, ask and answer questions, using parts of stories and other sources. We aim to develop our children's understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

The National Curriculum focus for KS2 maintains that children 'should continue to develop a chronologically secure knowledge and understanding of British, local and world history.' At Gearies, we encourage children to explore connections, trends over time and develop the appropriate use of historical terms. Our students are inspired to devise historically valid questions about change, cause, similarity and difference, and significance. They are taught to construct informed responses that involve thoughtful selection and organisation of relevant historical information. We aim to develop their understanding of how our knowledge of the past is constructed from a range of sources.

Our local community is ethnically diverse and our children speak a vast variety of languages. At Gearies, we embrace the experiences that each child brings with them and build on this by ensuring that our History curriculum instills confidence into the children through support from visuals including historical source images, artefacts and video clips. Visits are organised to historical sites to support understanding. Our children are exposed to key vocabulary and activities which promote small group interaction and discussion.

Our core school values are realising the potential of every child; tolerance and respecting others and providing an environment that supports effective learning. Through the teaching of History, these core values are upheld and are part of termly lessons. The History curriculum is grounded in the school values and the ethos of Gearies as children are encouraged to acquire knowledge, concepts and skills, develop their enquiring minds and understand the world in which they live.

### **2. How our vision is ambitious**

History at Gearies supports a broad and balanced curriculum that promotes engagement and enthusiasm through rich cross-curricular experiences linked to other subjects. We aim to develop our children's understanding of the historical narrative, from Reception to Year 6, by carefully selecting areas of knowledge that will establish strong foundations for the later study of more complex periods and ensuring that children are able to develop a sense of the chronological relationship between different historical events and periods.

Our previously taught historical curriculum lacked in global diversity, therefore, we aim to review our curriculum content this year, ensuring that we are taking into account our children's cultural heritage, experiences and a more globally diverse perspective when redesigning periods and events being taught.

### **3. Curriculum Enhancement**

To support History learning in school, educational visits are organised to historical sites, museums and memorials. The school has developed good links with Historic Royal Palaces and Redbridge Museum. Over the past few years, children from both KS1 and KS2 have participated in the 'Time Explorers Challenge,' at The Tower of London and Kensington Palace. The school won the KS1 and KS2 History prize consecutively for two years in a row (2016, 2017), and the Art and Design prize in 2018. Each alternative year, children participate in 'History Week' and choose a theme of study to embark on. They showcase their learning and historical project work during the 'Pop up Museum' event which has run successfully at the school from 2016-2018. Redbridge Museum is a valuable local community facility that has supported regularly at this event as well as offering workshops for children to develop historical enquiry. The First World War is commemorated in November through Remembrance Day activities or assemblies. In January, children in KS1 and KS2 commemorate Holocaust memorial Day. Year 6 participated in a specialist Holocaust study project in 2019, through workshops which included an opportunity to meet and interview a holocaust survivor. History homework projects are often set in year groups to allow children to research and enhance their learning experiences at school. Due to the pandemic, there have been limitations with regards to extra-curricular opportunities for the study of history, however, where possible year groups have organised webinars and online workshops. Recently, Year 5 took part in some online learning with the Jorvik Centre at York Museum.

### **4. The Curriculum Implementation**

History is taught once every term in both KS1 and KS2. Lessons are delivered by the class teacher and are either blocked or taught continuously on a weekly basis. Blocking the study of History has worked successfully, as children are fully immersed within the topic of study and can focus more intensively on developing historical skills, as well as gaining knowledge for subsequent cross-curricular links being made with other subjects. In EYFS, History is provided as ongoing provision. During the pandemic, home partnership was developed by pre-recording History lessons and sharing these with parents and pupils on the year group blogs. This has now become a successful platform to set future historically based homework projects and a place for children to share their historical learning outside of the school. To achieve inclusion for all our pupils, lessons are differentiated by class teachers to meet the needs of individual pupils, based on gaps identified in the History Assessment Records. The Engagement Model is also utilised as a tool to guide teachers when planning History for children with SEND.

### **5. Impact of Curriculum on our Children**

The curriculum at Gearies usually promotes History through inspirational and engaging enquiry based, practical and rich cross-curricular experiences. Due to the global pandemic, our children have not had the opportunity to experience visits to historical sites, museums, workshops or participate in the 'History Week-Pop up Museum' events. This has significantly impacted on their experience of historical study. As a school, we will need to regain our children's confidence at using key historical vocabulary, studying a wide range of historical sources, asking thoughtful questions and making connections in order to develop their knowledge of the past. Through their study of History, we'd like our children to develop a deeper interest in the subject, understanding the significance of studying the past, as well as making links across the different periods being studied to develop an overall historical narrative. In doing so, we hope that they understand the importance of taking greater social responsibility for their actions by learning from mistakes that have been made in the past.

### **6. Our Strengths**

At Gearies, we are open to change and recognise that the historical curriculum will continue to evolve as our community and its needs change over time. We have responded to these changes in the past by designing areas of study that will engage and enthuse our pupils. The study of the 'British Raj' in Year 6 is such an example. We are proud of how we celebrate children's successes

in their historical study through events such as 'History Week,' the 'Pop up Museum' event and our links with local sources of support such as 'Redbridge Museum.' We aim to make the most of opportunities offered in History study to make links with other subjects, in particular literacy.

## **7. Our Programme of Study**

In 2019, the Subject Leader for History designed curriculum maps that outlined the topics, knowledge and skills to be taught in each year group. At present, each year group has a British History focus as well as either a study of local history, ancient civilisation or an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Where possible, there has been an aim to match the needs of our community and to support children to develop their chronology and overall history narrative. Topics have been chosen carefully to engage our children, feature women and BAME History. In addition, a commemoration of Holocaust Memorial Day is marked in January.

### **Key Stage One**

#### **Year One**

- Toys from the Past –changes within living memory-used where appropriate, to reveal changes in national life
- Grace Darling and Domestic Victorian Life -lives of significant individuals in the past who have contributed to national achievements
- First Moon Landings - lives of significant individuals in the past who have contributed to national and international achievements
- Holocaust Memorial Day- 'Rainbow Fish To The Rescue' by Marcus Pfister

#### **Year Two**

- The Great Fire of London – events from beyond living memory that are significant nationally or globally
- The Young Queen Victoria -lives of significant individuals in the past who have contributed to national and international achievements
- Travel and Transport-The development of travel and transport throughout history
- Holocaust Memorial Day- 'Otto' by Tomi Ungerer

### **Key Stage Two**

#### **Year Three**

- Stone Age to the Iron Age - Changes in Britain from the Stone Age to the Iron Age
- Local History -A local study
- The Story of Father John Gerard: A Prisoner's Escape from the Tower - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Links to crime and punishment in the past
- Holocaust Memorial Day- Postcard project

#### **Year Four**

- Roman Empire –The Roman Empire and its impact on Britain
- Anglo-Saxons – Britain's settlement by Anglo-Saxons and Scots.
- The Suffragettes-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Holocaust Memorial Day- Kinder Transport

#### **Year Five**

- Vikings - Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Ancient Greece – A study of Greek life and achievements and their influence on the wider world
- Early Islamic Civilization including a study of Baghdad c.900AD –Non-European society that contrasts with British History
- Holocaust Memorial Day- Rose Blanche

## **Year Six**

- World War Two –A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Ancient Egyptians –The achievements of the earliest civilizations and a depth study of Ancient Egypt
- The British Raj-British Empire in India. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Holocaust Memorial Day- Anne Frank/Holocaust Project

### **8. Assessment Arrangements**

Formal assessments are carried out once every term, during three points in the year: September, February and June. Teacher judgement is based upon several aspects, such as work in children's books, project work and moderation of learning within year groups. This ensures that teacher judgement is evidence based and reliable. The History assessment records are also used by teachers to plan lessons, identify gaps in learning, support SEND/focus learners and challenge and extend pupils with higher levels of experience.

### **9. Aspects we are currently developing**

We are in the process of revising our history curriculum, in order to make it more globally diverse. A decision was made not to celebrate Black History Month as a 'one off' tokenistic event but to incorporate Black History and global diversity within all aspects of historical study, where possible. Due to the Pandemic, there are gaps in the children's historical learning and skills acquired which will need to be addressed. Teaching of History in the past has focused heavily on teaching topics rather than focusing on the historical schemata. Year groups will be supported with their subject knowledge and understanding of how to plan for teaching historical knowledge, concepts and enquiry.

### **10. Impacts of recent professional development on standards**

The Subject Lead for History attended training sessions at CLPE for 'Developing Historical Enquiry through Quality Texts' during 2019 and 2020. As a result, we have successfully implemented two historical texts that are now part of the Year 5 and Year 6 History and English curriculum. The aim is to immerse children within their historical topics, develop their enquiry skills and impact positively on their reading and writing too.