

History Curriculum Rational

At Ormskirk CE we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We are historians and we want our children to love history! We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. We believe that if we can **Inspire** our children to **Aim High** they can **Achieve** and **Shine!** We want our children to remember their history lessons in our school, to cherish these memories and embrace the historical opportunities they are presented with! **For example, when Year 1 studied "The Stone Age" they learned all about the about the people, weapons, shelter and animals using our history timeline. We held a Stone Age Day where the children dressed up, made their own Stone Age jewellery and even get to taste stewed fruit made from berries though not everybody like it! One of our children said, "It was the best day ever!"**

Curriculum Intent

The History Curriculum promotes curiosity and a desire to learn more about the past. We want to promote and develop our children's understanding of the past in relation to themselves, their families, the community and the wider world. We want to equip them with not only the minimum statutory requirements of the history National Curriculum but also provide them with opportunities and experiences beyond the classroom. **For example, when Year 3 studied the "History of Ormskirk" they followed the Heritage Trail that takes them through some of the sights and sounds of Ormskirk's history. They visit many of the old buildings to find out what life was like in the ancient market town.**

We want our children to respect different beliefs and cultures, co-operation with each other, respect diversity and appreciate what they have. We aim to promote British Values to ensure our children leave school prepared for life in modern Britain. For example, in the autumn term the whole-school celebrated 'Remembrance Day' where our pupils remembered and honoured those who suffered or died in war. The children explored why remembrance is part of modern British life, culture and heritage. The whole school observed a two minute silence and explored why the poppy is a symbol of remembrance. Some classes created some wonderful displays around school and others created their own work inspired by John McCrae's poem 'In Flanders Fields'.

We provide our children with an experience of History that is stimulating and interesting. We enrich their time in our school with memorable and unforgettable experiences. For example, Year 2 studied "Explorers" learning all about Christopher Columbus and Neil Armstrong. They visited Manchester Airport and excitedly watched different airplanes take off and land. Then they looked inside an old Monarch airplane and sat in the cockpit using the controls. They even got to see the world famous Concorde!

Curriculum Implementation

History is taught in line with the New National Curriculum and has been carefully planned to ensure progression in terms of key learning, knowledge and skills. Knowledge organisers are used for each topic so that children can revise, review and their subject knowledge. In our school, staff organise their own year group curriculums under the guidance of our subject leaders. Teachers plan and deliver their own lessons appropriate to the individual needs of the children. The majority of subjects are taught discretely but staff make meaningful links across subjects. They link prior knowledge to new learning to deepen children's learning.

At Ormskirk CE, we aim to:-

- encourage a lively and enquiring approach to history where pupils become independent learners with the ability to question, communicate and solve problems
- develop an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- promote the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- promote the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- encourage a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

Curriculum Impact

Assessment is developed in line with our school assessment policy with links to Bloom's Taxonomy. All teachers will use a variety of assessment techniques to monitor children's progress. Formative assessment will be on-going through observations and discussions with the children with the next steps discussed.

In our school, we use Earwig timelines for each child to show examples of their work and it will be assessed using Blooms Taxonomy. This is shared with parents and used by subject leaders as a way to monitor their subject.

Monitoring in history includes: book scrutinies, lesson observations and/or learning walks, children's work (in books and display) and pupil / staff voice.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

History Programmes of Study: Key Stages 1 and 2

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and

international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content – Key Stage 1

Pupils should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Subject Content – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections,

contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300