Our Approach to the History Curriculum

Discover Learn Develop



DISCOVER	LEARN	DEVELOP
INTENT:	IMPLEMENTATION:	IMPACT:
Curriculum Design, Coverage and Appropriateness	Curriculum delivery, Teaching and Assessment	Attainment and Progress
(Policy, Culture, Scope)	(Pedagogy, Components, Sequencing)	(Memory, Assessment, Systems)
History at St Kew aims to ensure that our children will leave school with a secure	A topics-based approach has been implemented to ensure history is taught as	By the end of their primary education at St Kew, our children are able to
understanding of the chronology of British history and that of the wider world.	part of a topic, focusing on the knowledge and skills stated in the National	articulate and demonstrate that they have developed the historical knowledge,
Through our topics, we aim to provide interesting and exciting historical	Curriculum. Carefully planned topics ensure there is a progression of historical	language and skills to help them understand the history of the United Kingdom
experiences which promote historical thinking; developing an appreciation of the	skills and knowledge across the school with teachers planning engaging lessons	and the wider world. Our children demonstrate a good understanding of human
past and ensuring children become analytic thinkers by evaluating a range of	that follow our progression of knowledge and skills document. Each topic starts	attitudes and experiences, historical enquiry, and are able to make links between
primary and secondary sources. Children are encouraged to ask questions, weigh	with a quiz which is later revisited at the end of the topic to demonstrate	historical events and the world in which they now live. Children's knowledge and
evidence, scrutinise arguments and develop their own judgement of historical	knowledge acquisition. We encourage and promote questioning to allow the	skills develop progressively as they move through the school, not only to enable
periods. Our curriculum has been carefully planned and structured so there is a	children to weigh evidence, scrutinise arguments, make connections and develop	them to meet the requirements of the National Curriculum but to build on a
clear progression of knowledge, skills and understanding. Our curriculum will	their own judgement. Our children's journey as historical thinkers starts in EYFS	deeper understanding to prepare them to become competent historians.
allow our children to become curious learners, developing a deep understanding	where children begin to think about special events in their own lives. As our	
of the historical concepts taught and they will be able to build upon their prior	children progress through KS1 and KS2 they build upon these foundations and are	
knowledge.	able to ask meaningful questions, think critically, understand chronology and gain	
	historical perspective by making connections between the topics that they have	
	learnt.	

LEARNING TO LEARN SKILLS

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In History, all Learning to Learn skills are used but the following skills are utilised in particular.

READINESS	RESPONSIBILITY	RELATIONSHIPS	RESILIENCE	RESOURCEFULNESS	REFLECTIVENESS
I am curious to know more about the past.	I can ask my own questions to gain a deeper understanding.	I can understand the diversity of societies and relationships between different groups.	I can use different methods of historical enquiry to support or disprove an idea.	I can use artefacts and evidence to develop my own judgements.	I can think critically about historical evidence.

Rolling Programme

Newton		Armstrong			Einstein		
(Year 1)	(Year 2, 3 & 4)			(Year 4, 5 & 6)		
Cycle A	Cycle B	Cycle A	Cycle B	Cycle C	Cycle A	Cycle B	Cycle C

Lives of significant individuals who have contributed to national and international achievement Mary Anning Chronology Changes in Britain from the Stone Age to the Iron Age Stone Age Stories and Rhymes Chronology Stone Age Changes in Britain from the Stone Age to the Iron Age Stone Age Titanic The Roman Empire and its impact on Britain Roman Empire and its impact on Britain Roman Empire (Roman Britain Saxons and Scots Viking and Anglo-Saxon struggle (up to Edward the Confessor) The Great Fire of London The Great Fire of London Aspect extend beyond 1066: Aspect extend beyond 1066: Aspect extend beyond 1066: Aspect extend beyond 1066: Aspect extend beyond 1066:	Significant national Event beyond living memory The Gunpowder Plot	Historical events, people & places in own locality Richard Trevithick Old & New transport		Lives of significant individuals who have contributed to national and international achievement Columbus & Armstrong		Aspect extend beyond 1066 Slavery	Achievements of the Earliest Civilisations Egyptians	Non-European society: contrast with British History Maya
Changes within living memory Life in 1950's Britain Chronology Significant national Event beyond living memory Life in 1950's Britain Saxons and Scots Viking and Anglo-Saxon struggle (up to Edward the Confessor) The Great Fire of London	who have contributed to national and international achievement		Stone Age to the Iron Age		who have contributed to national and international achievement			
Architecture) Anglo-Saxons & Vikings Architecture History Skills Progression			beyond living memory	impact on Britain Roman Empire / Roman Britain (Aspect extend beyond 1066: Architecture)	Saxons and Scots Viking and Anglo-Saxon struggle (up to Edward the Confessor) Anglo-Saxons & Vikings	Study		Ancient Greece (Aspect extend beyond 1066:

EYFS Understanding the World – People, Culture and Communities

3 and 4 year olds: Begin to make of their own life story and family history. Show interest in different occupations.

Reception: Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and story telling.

Skills progression: Pupils verbalise events within living memory and memories or accounts of those close to them. They can answer questions about basic past and present events and some will be able to transfer this knowledge to their drawing and

writing. Pupils identify differences and changes between past and present photographs of themselves, others or objects.

	National Curriculum Aim	Y1	Y2	Y3	Y4	Y5	Y6
jcal ding	know and understand the history of	l can use common words and	I can sequence events using	I can place the times studied on a	I can create a timeline of Britain	I can place current study on a	I can place current study on time
olog	these islands as a coherent,	phrases relating to the passing of	dates	timeline	for the time periods covered.	time line in relation to other	line in relation to other studies
ders	chronological narrative, from the	time.				studies	
5 5	earliest times to the present day			I can use the language BCE and			I can create a detailed timeline of
		I can sequence events within		CE		I can create a detailed timeline of	the time periods covered.
		living history.				the time periods covered.	
		I can sequence events of a key					
		historical person.					
ding -	How people's lives have shaped this	l can recall some facts about	I can describe life in the past.	I can describe everyday lives of	I can use evidence to develop a	I can describe similarities and	I can examine causes and results
ast	nation and how Britain has influenced	people and events before my		people in time studied	broad understanding of an	differences between people,	of great events and the impact it
ders ople he p	and been influenced by the wider	living memory.	I can discuss why events in history	1	ancient civilisation	events and artefacts studied.	had on people.
in Be in	world		were important.	I can describe how some of the			
ge 8 ants iges				things I have studied affect life	I can look for links and effects in	I can describe how historical	I can make links between some of
rled Char	Know and understand significant		I can recount the main events	today.	times studied.	events influence life today.	the features of past societies.
S O	aspects of the history of the wider		from a significant event in				
-	world: the nature of ancient		history.		I can study change through the	I can study and compare aspects	
	civilisations; expansion and				lives of significant individuals.	of life for different people.	

	dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind						I can compare beliefs and behaviours with another period studied.
Historical Interpretation	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	between then and now.	I can recognise why some events happened. I can discuss important people and places linked to my history topics.	times periods covered. I can ask questions about	I can identify and discuss the results of historical events and changes. I can use historical artefacts to develop my understanding of the past and to pose historical questions.	reasons why some events are more significant I can devise historical questions and independently use a range of reliable sources to find the answer	I can analyse historical events including the reasons for and the results of. I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer.
Historical Enquiry	_	questions. As a class, we can then find the answer.	I can identify different ways the past is represented. I can ask questions about the past. I can use a wide range of information to answer questions.	I can look at 2 versions of the same event and identify differences. I can suggest sources of evidence, from a selection provided, to help answer questions. I can select and record information relevant to the study.	1	I can give clear reasons why there may be different accounts of history. I can select reliable sources of information to answer questions. I understand that some evidence is opinion or misinformation and this affects interpretations of history.	I can select the most appropriate sources of evidence. I understand that some evidence is propaganda and this affects interpretation of history.
Organisation & Communication	create their own structured accounts, including written narratives and analyses	I can sort events and objects into groups (i.e. then and now) I can talk, write and draw about things from the past.	I can write simple stories and recounts about the past.	I can present findings about the past using role play, writing and drawing skills.	I can present findings about the past using different genres of writing, diagrams and drama.	I can evaluate evidence I can present structured and organised findings about the past using a variety of presentation methods.	I can use a variety of ways to communicate understanding including extended writing.