

History Curriculum Overview

<p><u>Intent</u></p> <p>With these aspirations, our INTENT for the History curriculum is:</p>	<p>For children to gain a coherent knowledge and understanding of Britain's past and that of the wider world</p>	<p>To provide opportunities that stimulate children's curiosity to know more about the past</p>	<p>For children to appreciate history in a chronological context</p>	<p>For children to be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</p>	<p>To begin 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</p>	<p>To develop the use of historical language, and enrich their vocabulary to support their understanding of the world in the past developing cultural capital.</p>
<p><u>Implementation</u></p>						
<p>Planning</p> <p>Teachers bring the history curriculum to life and engage children through a range of exciting themes and a variety of stimuli, including key texts, studies of famous historians, historical artefacts and events, theatre workshops and school trips. Our planning supports strong links to the National Curriculum and the knowledge taught is not only <i>substantive knowledge</i> of historical events, dates and people in the past, but also knowledge of <i>concepts</i> in history ('golden threads' such as 'democracy', 'monarchy' and 'invasion'), and <i>disciplinary historical concepts</i> (such as cause and consequence, significance and interpretation). Knowledge of <i>substantive concepts</i> and <i>disciplinary concepts</i> have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior <i>substantive</i> and <i>disciplinary</i> knowledge. Teachers use resources from Grammarsuarus, Collins and Plan Bee teaching schemes ensuring that key disciplinary knowledge is taught.</p>			<p>Recording</p> <p>In KS1 children will record their work in their geography and history learning journal. In KS2, children have a history book where the date and enquiry question is recorded for each lesson. Books have a timeline for their year group in order to support chronology and knowledge organisers are used to support retrieval.</p>		<p>Assessment</p> <p>History is assessed at the end of each half-termly unit on Sonar which links directly to the objectives used for planning. Teachers use their professional judgement based on both oral and written responses to key enquiry questions. Knowledge retrieval is assessed every session using targeted questioning and / or the use of mini quizzes. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.</p>	
<p>EYFS</p> <p>Our children's journey in history starts in EYFS and is taught within the Specific Area of Learning 'Understanding the World'. Chronological knowledge begins in EYFS with a large timeline of the school year where photographs of significant events are added through the year. Books and stories are carefully chosen to provide children with an understanding of the past. The teacher supports the children by</p>			<p>SEND</p> <p>Our children with SEND access the history curriculum through quality first teaching through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording, for</p>			

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considering the language that they will learn in EYFS which will help them study history in KS1.		example, having a scribe or using an iPad and pre-teaching key vocabulary. Children with more complex SEND will access similar content to their peers but at an appropriate level.		
<u>Impact</u>	KS1 By the end of their time at Lindfield children will be able to: <ul style="list-style-type: none"> -develop an awareness of the past, using common words and phrases related to the passing of time. -identify similarities and differences between ways of life in different periods -ask and answer questions, choosing parts of stories and other sources to show they know and understand key features of events. -understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		KS2 By the end of their time at Lindfield children will be able to: <ul style="list-style-type: none"> -develop a chronologically secure knowledge and understanding of British, local and world history. -note connections, contrasts and trends over time and develop the use of historical terms. -regularly address historically valid questions about change, cause, similarity and difference, and significance. -Understand how our knowledge of the past is constructed from a range of sources -construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	
	<u>Progression of skills used in an enquiry based approach</u>	EY's and KS1 Recognise Identify Describe Observe Select	KS1 Categorise Classify Sequence Compare and contrast Recall Reason/speculate	LS2 To continue to build upon KS1 skills Summarise Synthesise Explain Demonstrate understanding

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Year group	Autumn	Spring	Summer
<p align="center">EYFS</p>	<p align="center">Me and My World <i>Lives of significant individuals</i> Talk about my family and where I live, showing my 'Me' box. Talk about how the lives of families were similar and different in the past. <i>Begin to make sense of their own life-story and family's history.</i> <i>Continue to develop positive attitudes about the differences between people.</i> <i>Talk about members of their immediate family and community.</i></p> <p>Talk about some features of the fire service, police service and health service today and how they used to be different in the past.</p> <p>Florence Nightingale and Mary Seacole HOSPITALS & HEALTHCARE How did Florence Nightingale and Mary Seacole help to improve hospitals? <i>Significant people</i> <i>Legacy</i></p>	<p align="center">Vroom Vroom <i>Events beyond living memory</i> What were vehicles like in the past? A focus on the history of wheels <i>Comment on images of familiar situations in the past.</i></p> <p>Talk about events/artefacts using everyday words such as 'before I was born' and 'now' <i>Before, long ago, old, new, next, when, changes, past, present, future, older, oldest, newer, newest.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i> <i>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG: Past and Present)</i> <i>Culture and Society</i></p>	<p align="center">Down on the Farm <i>Changes within living memory</i> How I've grown and changed. <i>Comment on images of familiar situations in the past.</i></p> <p>Talk about how farming was different in the past.</p> <p><i>Culture and Society</i></p>
<p align="center">Year 1</p>	<p align="center">Out and About with the Jolly Postman <i>Significant historical events, people & places in locality/ Look at events beyond living memory.</i> A study of William Allen <i>Changes within living memory</i> History of Toys– looking at teddy bears and toys from the past and how they have changed.</p>	<p align="center">To Infinity and Beyond <i>Lives of significant individuals/ Look at events beyond living memory.</i> Intrepid Explorers A study of Neil Armstrong and Christopher Columbus A study of Mae C. Jemison, the first African –American Woman to go into space.</p>	<p align="center">Woodland Wonders</p>

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	<p><i>Significant people</i> <i>Culture and society</i></p>	<p><i>Significant Events /exploration</i> <i>Legacy</i></p>	
<p>Year 2</p>	<p>Fire and Ice Events beyond living memory Lives of significant individuals Great Fire of London Guy Fawkes A study of Samuel Pepys A study of Robert Falcon Scott</p> <p><i>Significant People</i> <i>Significant Event</i> <i>Culture and Society</i> <i>Significant Event</i></p>	<p>Scales and Tales Local significant historical places Kings Queens and Castles</p> <p>Visit to a local castle Lives of significant individuals <i>Significant people</i> <i>Monarchy</i> <i>Conflict and power</i> <i>Culture and society</i> <i>Invasion and settlement</i></p>	<p>Splash, Splash, Splish! Local significant historical events, people & places Compare and contrast seaside past and present. Looking at Brighton in the past and how it has changed. Significance of Queen Victoria. (Local History) <i>Significant people</i> <i>Culture and society</i> <i>Legacy</i> Lives of significant individuals/ Look at events beyond living memory.</p>
<p>Year 3</p>	<p>Raiders and Invaders Pirates (Blackbeard) Vikings and Anglo Saxons - Impact on Britain Viking raids and Invasion Anglo-Saxon Laws A study of Alfred the Great</p> <p><i>Invasion and Settlement</i> <i>Culture and Society</i> <i>Significant people</i> <i>Religion and Beliefs</i></p>	<p>Footprints in the Past Achievements of the earliest Civilisations chronology Egyptian mythology Achievements of the earliest Civilisations Ancient Egypt (Answering questions about the Pyramids and the story of Tutankhamun- Who was the Boy behind the golden mask? A study of King Tut/ Cleopatra <i>Culture and Society</i> <i>Monarchy</i> <i>Empire</i> <i>Religion and beliefs</i></p>	<p>An African Adventure A study of Waangari Maathai</p> <p><i>Legacy</i> <i>Significant people</i></p>

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<p>Year 4</p>	<p>Journey into the Unknown <i>A Study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</i> A study of Tudor explorers e.g. Francis Drake, Christopher Columbus A study of Tudor monarchs e.g. Elizabeth I</p> <p>Why did Delia buy a new hat? A study of the Titanic (A recent British History Study)</p> <p><i>Significant people</i> <i>monarchy</i> <i>Culture and Society</i> <i>Legacy</i></p>	<p>Stones 'n' Bones <i>Changes in Britain from the Stone Age to the Iron Age</i> Early farmers (Skara Brae) - settlements Bronze Age (Stonehenge and Iron Age hill forts)</p> <p>(Lascaux cave painting in the Dordogne) A study of the Stone Age people A study of the Bronze Age Who were the first British invaders? (Celts Iron Age)</p> <p><i>Culture and Society</i> <i>Invasion and Settlement</i> <i>Religion and Beliefs</i> <i>Legacy</i></p>	<p>Amazon Adventures</p>
<p>Year 5</p>	<p>Aiming High</p>	<p>Groovy Greeks and Out of this World <i>Ancient Greece</i> A study of Greek life and achievements and their influence on the western world. <i>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Greek culture Space Race timeline Katherine Johnson, Mary Jackson and Dorothy Vaughn</p> <p><i>Significant people</i> <i>Democracy</i> <i>Culture and Society</i> <i>Legacy</i> <i>Religion and Beliefs</i></p>	<p>Romans: The Empire Strikes Back <i>The Roman Empire and its impact on Britain</i> Julius Caesar's attempted invasion Successful invasion by Claudius and conquest (eg. Hadrian's Wall) British resistance (eg. Boudica) Roman settlements and Celtic villages 'Romanisation' of Britain A study of Julius Caesar</p> <p><i>Significant people</i> <i>Conflict and Power</i> <i>Culture and Society</i> <i>Invasion and Settlement</i> <i>Legacy</i></p>

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			<i>Empire</i> <i>Religion and Beliefs</i>
Year 6	<p>The Battle of Britain <i>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> WWII Battle of Britain Winston Churchill A local history Study Newhaven Fort, History of Lindfield – links to the historical society <i>Democracy</i> <i>Significant people</i> <i>Significant Event</i> <i>Conflict and power</i> <i>Invasion</i> <i>Empire</i> <i>Legacy</i></p>	<p>Magical Mysteries <i>A study of a non-European society that provides contrasts with British history-</i> A study of Mayan civilization c AD900</p> <p><i>Culture and Society</i> <i>Religion and Beliefs</i> <i>Power</i> <i>Empire</i> <i>Monarchy</i></p>	<p>Legacy Medicines through time</p> <p>A study of Alexander Fleming</p> <p><i>Significant People</i> <i>Culture and Society</i> <i>Legacy</i></p>