

**Curriculum Statement: History**

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of education." Martin Luther King Jr

The Courtwood Curriculum Intent and Offer

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| National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points | Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential | RIPPLE: Pupils will develop, practice and apply a range of behaviours which equip them to be successful learners now and, in the future. | Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being | Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future | Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society | Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning |
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Intent, Implementation and Impact in History

| Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?) | Implementation (What will this look like in the classroom?) | Impact (How will this be measured?) |
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| <ul style="list-style-type: none"> For children to have a passion for the past shown through an enthusiastic love of learning with a sense of curiosity to investigate history. Children will have a strong knowledge and understanding of people and cultures, events and eras, and contexts from a range of historical periods and be able to make connections and comparisons between them. Children will revisit substantive concepts as part of a spiral curriculum approach, to ensure they can build on skills and knowledge incrementally, making meaningful connections to gain a | <ul style="list-style-type: none"> National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for history. Teachers plan sequences of learning which build pupils' understanding of the historical second-order concepts (cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations.) Children's books will show cohesion between taught sessions with clear end points reached and children working with independence. | <ul style="list-style-type: none"> Pre and Post Learning Challenges (progress from a baseline activity at the start of the unit of learning) will reflect progression of knowledge, skills and understanding. Increasing percentages of children will achieve mastery of the topic and become skilled and articulate young historians. Children's books will evidence progress, through use of key vocabulary, ability to reason and explain and drawing increasingly sophisticated conclusions based on evidence. |



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| <p>deeper knowledge and understanding of the past.</p> <ul style="list-style-type: none">• Children will demonstrate an excellent working understanding of the historical second-order concepts: cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations.• Children can use historical vocabulary appropriately to support their own progress and be academically successful in history.• Children can think critically and communicate effectively in a range of styles.• Children can support, challenge and evaluate their own and others' views (including those from the past) using accurate detailed evidence from a range of sources.• Children can use historical sources in a balanced and critical manner and to engage in critical investigations of the past which lead to supported judgements.• Children can think, reflect, and discuss the past, leading to precise questioning of the past and historical enquiry.• Children have an understanding of perspective and how and why people interpret the past in different ways. | <ul style="list-style-type: none">• Children have opportunities to revisit key historical substantive concepts (invasion/conflict etc). Teachers know what children have encountered before and make links to previous learning to support children making connections and building schema.• Teachers' skilful questioning allows all children to make progress and reflect on learning.• Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers.• Homework set supports children to consolidate in-class learning and actively retrieve knowledge to ensure children are remembering more and moving it to their long-term memory.• Knowledge Organisers are used to support children's understanding and retrieval of key knowledge, events, individuals and vocabulary.• Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.• Foundational knowledge is explicitly planned for, to fill gaps in children's cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing schema. This happens across the wider curriculum (e.g. children encountering historical fiction/non-fiction books in their year group reading challenge).• Displays in classrooms and around the school reinforce learning from the history curriculum, as well as celebrate historical events and the schools own history. | <ul style="list-style-type: none">• Pupil's will speak enthusiastically about their history learning and articulate what they are learning and why it is important.• Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.• Children's understanding of history will be apparent in cross-curricular work such as writing, drawing on historical knowledge to enhance authentic description of settings, items, clothing and societal routines etc.• Children will be aware of concurrent periods in history from across the world and also have an understanding of how other notable individuals and events from other subject disciplines were around at the same time.• Parents will see their child's confidence and knowledge in history increase. Homework activities will be a tangible aspect of this. |
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- **Trips and visits** enhance knowledge and deepen connections, as well as enthuse learners.

National Curriculum Objectives

KS1: *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*

Pupils should be taught about changes within living memory; events beyond living memory that are significant nationally/globally; the lives of significant individuals in the past; significant historical events, people and places.

KS2:

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.

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Anglo-Saxons and Vikings; local history study; a study of an aspect beyond 1066; early civilisations; Ancient Greece and a non- European society that provides contrast with British history.








Key Stage Coverage Summary

| EYFS (Reception) | KS1 | LKS2 | UKS2 |
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| All About Me – (family history) | Year 1 – Transport Through Time <i>(changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i> | Year 3 – Changes in Britain from the Stone Age to the Iron Age <i>(changes in Britain from the Stone Age to the Iron Age)</i> | Year 5 – The Scots, Anglo-Saxons and Vikings <i>(the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i> |
| Old and New Toys <i>(changes within living memory)</i> | Year 1 – Flying High – Croydon's Airports <i>(significant historical events, people and places in their own locality)</i> | Year 3 – Ancient Egypt <i>(the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study)</i> | Year 5 - The Mayans <i>(a non-European society that provides contrasts with British history)</i> |



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| | Year 2 – The Great Fire of London <i>(events beyond living memory that are significant nationally)</i> | Year 4 – Roman Britain <i>(the Roman Empire and its impact on Britain)</i> | Year 6 - The Victorians <i>(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</i> |
| | Year 2 – Sir Christopher Wren and Sir George Gilbert Scott <i>(the lives of significant individuals in the past who have contributed to national and international achievements)</i> | Year 4 - Ancient Greece <i>(a study of Greek life and achievements and their influence on the western world)</i> | Year 6 - World War 2 in Croydon <i>(a local history study)</i> |
| Historical Second-Order Concepts (taught throughout the history curriculum) | | | |
| Each lesson incrementally develops children's understanding of these concepts across time. <i>Useful question stems include:</i> | | | |
| Cause | To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time. <i>Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?</i> | | |
| Consequence | To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time. <i>Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?</i> | | |
| Change and Continuity | Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world. <i>What happened after...? Can you name the ...? What happened before...? Who was it that....? When...?</i> To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time. <i>What differences/similarities exist between...? What do you think happened next? Provide an example to support/ exemplify your point. How did this change...? How quickly/ slowly did this change? How big/small was the change? How can you prove that?</i> | | |



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| Similarity and Difference | | Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies. <i>What are the features of...? How would describe....? What happened to...? How can you prove....? What evidence shows....?</i> | |
| Historical Significance | | Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance. | |
| Sources and Evidence | | To learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question. <i>In addition to..., the evidence supports ..., The evidence would suggest otherwise because..., As a result of the evidence... To summarise the evidence..., Overall, the evidence suggests...</i> | |
| Historical Interpretation | | Foundation stone to appreciating that the past is in an interpretation of the available evidence from the time. To consider the impact of perspective on interpretation. <i>How might we think differently today? How might someone at that time think about...? How do we know if that is a fact or an opinion? How are the viewpoints different?</i> | |
| Historical Core Concepts | | | |
|  | Invasion | To enter a country or group’s land as an enemy, by force, in order to conquer or plunder. | |
|  | Law and Order | A situation characterised by respect for and obedience to the rules of a society. | |
|  | Settlements | A place, typically one which has previously been uninhabited, where people establish a community. | |
|  | Conflict | A) A serious disagreement or argument B) A prolonged armed struggle. | |
|  | Progress and Change | Advancement and adaptation through newly acquired knowledge, understanding or technology. | |
|  | Historical Figures | A person who has made an impact in their own time or who has had their significance recognised since. | |
|  | Religion and Beliefs | Religion – a particular system of faith and worship. Beliefs – something one accepts as true or real; a firmly held opinion. | |
| Talk for Learning – useful discussion sentence starters for History | | | |
| Opening Statement with evidence | Building/Agreeing | Challenging | Summarising |
| I know this because... the evidence suggests... In my view... the evidence shows that... | I agree with ... because... I agree but would like to add... I would like to build on X’s point because... | I respect your opinion but... I understand your view, however... The evidence would suggest otherwise because... | In conclusion... On balance... As a result of the evidence... To summarise the evidence... |



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| My opinion is... I believe/ think that... I think that... I can show/ prove that... | I would argue the same because... In addition to..., the evidence supports Furthermore, | My own view is different because... I disagree with X because... The evidence challenges ... The evidence contradicts... | Overall, the evidence suggests... In summary, the evidence shows... |
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