



St Andrew's Primary School

History Curriculum Overview

Intent

At St Andrew's Primary School, we aim for a high-quality well-sequenced history curriculum that develops children's historical knowledge, skills and subject disciplines. History is integral in instilling curiosity and forming enquiring minds; it allows children to ask questions, consider reasoned judgements and develop curiosity about our past. As pupils progress through the curriculum, they should have a growing understanding of chronology, they should be able to consider the significance of events in the past and apply this to the world around them. We want our children to enjoy and love learning about history by gaining knowledge and skills not just in the classroom environment, but also with the use of fieldwork and educational visits taking place each term. Where possible, our history topics will also be used to facilitate cross-curricular learning, such as researching, writing, art and design. Our children will leave St Andrew's as young historians, equipped with the skills, understanding and most importantly enthusiasm for the subject.

Implementation

At St Andrew's, the teaching and implementation of the history curriculum is based on the National Curriculum and is planned using Cornerstones: Curriculum Maestro (Mixed age planning Curriculum 23 model). The Cornerstones approach follows the structure of: Memorable Experience, Engage, Develop, Innovate and Express.

- Memorable Experience - Children will use a range of sources or artefacts to build a picture of an event, person, place or time that they will learn about in an exciting hook day linked to their topic. They will also have opportunities to attend school trips linked with their topic area.
- Engage - children immerse themselves in their theme gaining knowledge, vocabulary and understanding.
- Develop - children build upon this knowledge to gain a deeper understanding and use their skills in a meaningful way to gain a better understanding of the world.
- Innovate - children broaden their understanding of the world to promote higher order thinking.
- Express - children reflect on their initial thoughts after research to formulate a well-thought-out opinion based on evidence.

History at St Andrew's Primary School Cornerstones provides a coherent subject scheme that develops children's skills (including: comparing and

contrasting, reporting and concluding, viewing sources and artefacts) and knowledge (including: civilisations, everyday life, hierarchy and power). Children revisit and review their understanding of each of these areas as they progress through their primary school years.

Early Years history in the Early Years is taught through topic, focusing on the Early Learning Goals -

- 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.

Key stage 1 - Pupils are taught:

- About changes within living memory and their impact on national life
- About 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]
- About the lives of significant individuals in the past who have contributed to national and international achievements.
- About significant historical events, people and places in their own locality.

Key stage 2 - Pupils are taught:

- About changes in Britain from the Stone Age to the Iron Age
- About the Roman Empire and its impact on Britain
- About Britain's settlement by the Anglo-Saxons and Scots
- About the Vikings and Anglo-Saxon struggle for the Kingdom of England
- About a local history study
- A study of an aspect or theme in British history that extends pupils' chronology beyond 1066
- About the achievements of the earliest civilisations
- About Ancient Greece
- About a non-European society that provides contrast with British history

Throughout their time at St Andrew's, our children will develop their understanding and use of a range of historical skills including: chronology, making connections, comparing and contrasting, using evidence, asking questions and drawing conclusions.

Impact

In history we want our children to be curious and ask questions; allowing them to learn more about the past. We want to immerse our children in history so that they recognise the importance of the past and that cultures can learn from their mistakes. As historians we want the children to think critically in order to ask perceptive questions, consider different evidence and arguments to develop perspective and judgement.

Ultimately at St Andrew's, we aim to develop inquiring minds so that the children to understand the process of change, helping them to make sense of the

present and how our society arrived here.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviews about their learning
- An assessment of standards achieved judged against the skills and knowledge outlined in our curriculum map.
- Evidence of pupils' work, gathered at the end of units.

By the time our children leave their school, as historians we want them to:

- 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

