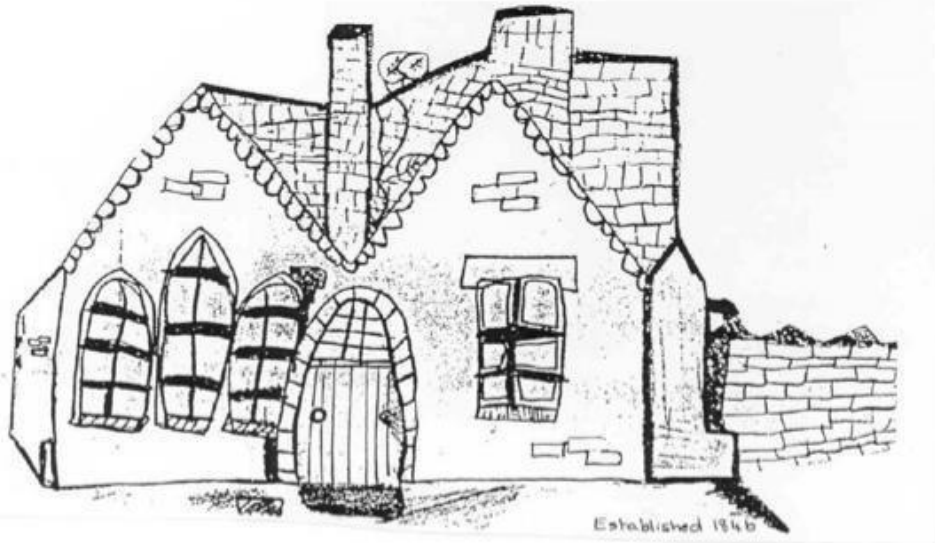




History Curriculum Purpose and Rationale



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, national and global community.

'Fullness of life for all, through working together with the love of Christ.'

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'

Be kind, be fair, be thankful.

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Curriculum Purpose: Why study History?

Why do we teach History? (intent)

At Quinton Church Primary School we teach a broad and balanced History curriculum so that the children at our school are equipped with historical skills and knowledge. The teaching of these skills and knowledge allows the children to speak confidently about events that have happened in the past, but more importantly, how these have impacted Britain and the world as we know it today.

National Curriculum (what do we want learners to be able to know and do by the time they leave Quinton Church Primary School?).

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.

By the time they leave Quinton Church Primary School we want learners to be able:

- To develop an interest in and curiosity about the past
- To appreciate human achievement and aspirations

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- To develop an awareness of the values of different societies from the past
- To contribute to the understanding of other cultures and countries
- To learn about the major issues of the past and how they have affected the present
- To develop the concept of change over time
- To encourage enquiry and varied methods of communication
- To explore artefacts and other historical resources such as pictures
- To use chronological terms with understanding, recognising similarities and differences

Which Christian values underpin the curriculum content?

Kindness- compassion, service, peace, love

Fairness- justice, forgiveness, wisdom

Thankfulness- hope, friendship, trust

How are British Values taught from History?

At Quinton Church Primary School, pupils are taught about British Values through History by learning about a variety of diverse communities. For example.....

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.

Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece, Egypt and the Myans (KS2). This enables the students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

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Curriculum Rationale: Why study History in this way?

Why has the specific knowledge been selected?

Pupils in Key Stage 1 study historical topics that allow them to gain a fundamental understanding that the passing of time creates history. Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn 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 experience a wide vocabulary of everyday historical terms. They are encouraged to 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 are taught to understand some of the ways in which we find out about the past and identify different ways in which it is represented. In Key Stage 2, pupils 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 are taught to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They are given opportunities to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The knowledge has been selected to provide a clear vehicle for the topics covered. This supports children to be able to make links between their learning from one topic, and year group to another, as well as use this knowledge to make connections with the present day and their own lives. Each thread within the history curriculum builds up over time and is covered in every year group. For example, in Key Stage 1, children develop knowledge of what history is and the concept of history 'within' and 'beyond' living memory. This then scaffolds into Key Stage 2, where children learn about chronology (stone age to 1066), events post 1066, ancient history, civilisation 1000 years ago, a local study and historical enquiry skills and the relationship and influence between them.

How are History lessons delivered at Quinton?

History lessons are taught in three of areas of study per year on average. During this study area they are taught weekly by the class teacher who determines, with support of the subject champion, how the curriculum should be delivered in the classroom or outdoors. Our history curriculum is supported by My Mastery by Ark. Each lesson begins by focusing on and re-capping prior learning to support the children in retaining their knowledge and understanding through quizzes and questions. At the end of each lesson children are also given the opportunity to answer questions about what they have learnt to support them to reflect on their learning through an Exit Ticket.

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The range of teaching methods to meet the different ability of pupils will include:

- Knowledge and instructions given by the teacher.
- Developments of skills across all areas.
- Questions and answers.
- Creative activities including model making and exploring artefacts.
- Individual, partner, or group enquiry.
- Use of books, ICT and videos.
- Drama activities.
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Our vibrant and varied curriculum ensures that pupils understand key historical concepts and can confidently articulate the place history has in their own lives, in society and in the modern world.

What is the impact?

We ensure that children at our school are equipped with historical skills and knowledge so that children are able to talk about events that have happened in the past, but more importantly, how these have impacted Britain and the world as we know it today.

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History Curriculum Aims (end-points)

What are the aims, end-points, of specific stages of the curriculum?

EYFS

The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for History.

The most relevant early years outcomes for History are taken from the following areas of learning:

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- 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 storytelling.

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.

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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.

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

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