

Our History Curriculum

Intent

Aim: Our History curriculum offers exciting and meaningful learning opportunities that motivate, inspire and places children at the centre of a broad, varied and interesting learning experience that is relevant for the future. As a school, it is our aim to instil a love of History in all our children. We work hard to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.

Our intent is that our teaching of History through our Learning Challenge Curriculum, will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History we endeavour to teach children 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. It also helps children gain a sense of their own identity within a social, political, cultural and economic background

Implementation

The Learning Challenge Curriculum promotes a questioning theme with a wow start (launch) and outcome (landing) to every topic. The launch is aimed at stimulating and hooking the children into the topic and the landing is a final event to bring all the threads and learning together. For example, it might be an assembly or performance where parents are invited in. Between these two events there is flexibility to involve the children and staff in a learning design; focused around developing skills and progression of knowledge. The linking together of subjects remains a key intention for Bushbury Hill Primary School. We believe that the division into subject areas can seem to limit learning and we are keen to dissolve artificial barriers and find ways of bringing concepts and content from different disciplines together, to enable contextualised learning.

Our History curriculum, aims to excite all pupils as well as allowing them to develop their own skills as historians. We encourage regular reference to timelines and teach history in Key Stage Two in a chronological order from Stone Age (in Year Three) to World War II (in Year Six). By doing this, it allows our pupils to build a sense of chronology and understand which events happened before or after each other. We also encourage a hands-on approach involving artefacts and outreach programmes

where appropriate, so history can be brought to life for our learners. As part of a topic lead programme, it allows us to make cross-curricular links to our historical topics and allows pupils many occasions to apply their knowledge and understanding of particular events.

Each Year group from Year One to Five (Year Six will only do on History topic due to Statutory Testing) will learn two new historical topics each academic year.

Key Stage One

Year One

Year One's historical topics are based on Toys and Castles and are taught through the Learning Challenge Curriculum questions: 'What toys did people play with?' And, 'Are all castles bouncy?'

What toys did people play with? This topic seeks to build on the foundations taught in EYFS in relation to recalling events in recent living memories. Pupils have the opportunity to discuss and recall what toys they play with as well as looking at what the similarity and differences are with toys that were played with in the past.

Are all castles bouncy? This topic seeks to teach pupils about significant buildings, places and/or people in the local area. Pupils learn about how and why buildings (in the form of castles), in the past were different to now. This topic gives pupils the opportunity to visit a castle in the local area and allows them to experience for themselves what it would have been like to live in one.

Year Two

Who do we know that is famous? This topic aims to inspire pupils to achieve great things in their lives by looking at a range of significant individuals from the past. Pupils will be learn about both female and male significant individuals from a range of backgrounds in order to excite and enthuse them. In addition to this, there should be some comparison between significant individuals to show the differences and similarities during the time period they were active, e.g. Neil Armstrong could be compared to more recent space travel in the form of Tim Peake.

How did the Great Fire of London start? This topic seeks to look at the significant event of the Great Fire of London, and allows pupils to explore the relationship between cause and effect. Pupils will learn about why this event is significant and what changes came about from the event happening so such an event would not happen again.

Key Stage Two

Year Three

How did we get from the Stone, to Bronze to Iron Age? The first historical topic in Key Stage Two, seeks to establish a secure chronology which all other subsequent historical topics are then built upon. This topic looks at trends over time, and aims to show pupils how and why changes occur over a specific timeframe.

How and why did Egyptians mummify people? This topic, looks at the Ancient Civilisation of the Egyptians as well as comparing it to another civilisation (the Shang Dynasty) that also occurs during the same period of history. By doing this, pupils understand that the events that took place in Ancient Egypt were not necessarily taking place in other countries at the same period of time.

Year Four

Could you be Willy Wonka's next apprentice? This topic, provides a contrast with British history, by looking at a non-European society in the form of the Mayan civilisation c.AD900. Pupils will learn about the history of this civilisation as well as taking a more in depth look at the geography of their land and how it help them establish the use of cacao beans.

What has Britain gained from the Greeks? During this topic, pupils will appreciate the legacy that was left behind from the Greeks, and gain an understanding of how we still use concepts, vocabulary and technology from this period of time today in the 21st Century.

What was the impact of the Romans in Britain? During this topic, pupils will explore the impact that the Romans made on British civilization. They will explore key historical figures such as Julius Caesar and Emperor Claudius, as well as looking at the resistance of Roman culture on the Celts by studying Boudicca and the Battle of Watling Street.

Year Five

Just how Great was Alfred? Returning back to European history, pupils will learn about the Viking conquests and the battles that took place between the Anglo-Saxons and the Vikings. They will learn about the significance of King Alfred the Great, and gain an understanding as to why he was given the title 'Great,' in his name.

How did an Elizabethan farmhouse save a King? This topic, is a local historical study of the significance of Moseley Old Hall. Prior to the topic, some pupils may be unaware of the significance of the building that is in the vicinity of where the school is located. By the end of the topic, pupils will be able to understand why King Charles II hid at Moseley Old Hall.

Year Six

How did Ironbridge get its name? In this topic, pupils will learn about the significance of Ironbridge being at the heart of the Industrial Revolution. They will

gain an insight into what life was like during Victorian Britain and will be able to compare and contrast it to their own experiences in the 21st Century.

What was it like growing up in World War II ? The final history topic taught in Year Six, seeks to teach pupils about the complexities of war. Pupils will learn about how both the Allies and Axis used propaganda and bias as a way of portraying the same event but very differently to their citizens.

Subject specific Vocabulary

Each year group will be given a bank of subject specific vocabulary that pupils will be expected to know and/or be familiar with by the end of the academic year. In order that pupils are familiar with this, whenever History topics are taught, the subject specific language will be displayed at the start of the lesson on the Interactive Whiteboard (IWB) as well as being present in the learning environment. The use of subject specific vocabulary expectations can be found in the Progression of History Vocabulary document. This document is a progressive document which seeks to build year-on-year on the vocabulary learnt the previous academic year.

Artefacts

Where possible we aim to use artefacts for children to explore and investigate. We believe that handling real objects enhances the children's historical knowledge, understanding and skills.

Cultural Capital

We actively plan visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

Assessment

Class teachers assess children's understanding in History at the end of each unit taught, and this is then recorded on the non-core assessment tracker. This data is then analysed to improve the children's learning in History

Impact

By teaching history through a thematic approach and in a chronological order in Key Stage Two, the impact is that:

- Children will know more, remember more and understand more about History.
- Children will understand and use the key disciplinary skills history, namely of: chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
- The large majority of children will achieve age related expectations in History.

• As historians children will learn lessons from history to influence the decisions they make in their lives in the future