

Aim of the History Curriculum:

The overarching aim for History is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will-

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

How is the History programme of study implemented?

History is taught utilising the B&C schemes of work that has been targeted and adapted for the school. The units have been selected to provide a breadth of national and international events, time periods, civilisations and significant individuals. Throughout the school, each year group covers two different history topics. Each year group study historical time lines, so by the end of year 6, children will have a chronological understanding from Stone Age to the present day. Pupils' historical vocabulary will reflect their growing understanding, and this will build upon their knowledge by using a range of primary and secondary sources, in order to critically review debate and interpret a range of differing opinions and views.

We use artefacts throughout the topic wherever possible. This encourages the children to become history detectives by getting them to think about what the artefact is for, where it is from and how old it is. Artefacts help pupils question and understand the past and encourages the use of historical language.

The Early Years Foundation Stage follows the 'Development Matters in the EYFS guidance' which aim for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology'. Young children explore the past through their environment, family history and stories. There are many opportunities for children to talk about past and present events in their own lives and in the lives of family members. Children enjoy asking and answering questions, and they are encouraged to question why things happen and give explanations. Stories are used to sequence events and develop their use of language relating to time.

The History Curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality, which they can then transfer to the wider world. Visits and visitors are carefully planned to create 'wow' moments and first hand experiences to embed skills and knowledge in a fun and creative manner.

History Unit Overview

Year 1 - History	Toys	Significant person/event/place in the locality - John Cadbury and Bournville
Year 2 - History	The Great Fire of London	Armstrong and Battutu
Year 3 - History	Ancient Egypt	Changes in Britain from The Stone Age to The Iron Age
Year 4 - History	Ancient Greece	The Roman Empire and its Impact on Britain
Year 5 - History	Ancient Islam	Britain's Settlement by The Anglo-Saxons
Year 6 - History	Viking and the Anglo-Saxon Struggle for the Kingdom on England	The Industrial Revolution and Birmingham (in our locality)

How is the History assessed focusing on prior knowledge and progression?

Children are assessed on three key areas of History: chronology, historical knowledge and enquiry skills.

Assessment in history is an ongoing process. Teachers assess against Learning Objectives in individual lessons. Each lesson and series of lessons aims to incorporate the key skills and cover specified knowledge. Pupils also self-assess their learning. Teachers will make informal judgements about pupils' progress and attainment as they observe them throughout lessons and mark their work. Historical knowledge and skills are formally tracked using the school's formative and summative assessment systems.

How do we ensure the History curriculum is for everyone?

We want children to be curious, to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills, and there are many opportunities for the curriculum to be enriched through historical visits and visitors. We recognise that there are children with a range of abilities in all our classes, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies and differentiation by expected outcome and support from peers, resources or adults.

How do we ensure key content is remembered as pupils move through school?

Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day. At the start of each topic, children re-cap previously taught knowledge using chronological timelines. As children develop through the school, they will plot different periods of time and previously taught topics on a timeline to embed prior knowledge. This allows children to remember key content that has been taught and apply this when using artefacts, primary and secondary sources.

How does the History curriculum prepare children for the future and allow children to apply the key skills learnt?

Upon leaving Canterbury Cross Primary School, we hope all children start to develop an understanding of cause-and effect relationships and the impact this has had on history; an understanding of chronology; a cultural and global understanding as well as development of critical thinking, analysis and communication that will equip children for academic and personal success. The curriculum will also prepare children to have historical discussions and will contribute to the development of moral reasoning. Ultimately, this curriculum aims to develop informed and responsible citizens ready to face the future.