

CURRICULUM STATEMENT for HISTORY

Intent: what we are trying to achieve with our curriculum

Children will use words relating to the passing of time as well as topic specific vocabulary.

Children will find similarities and differences between their present lives and lives of others in the past.

Children will understand some of the ways in which we find out about the past and develop critical thinking skills to analyse sources and representations.

Children will develop their understanding of significant events and individuals and how these have shaped Britain.

Children will develop an understanding of the passing of time and a sense of chronology.

Children will know significant people and places in their own locality.

What we want children to know	What we want children to understand	What we want children to be able to do
Toys from the past are different to modern toys.	How toys have changed.	Be curious Ask questions Suggest answers to questions Use historical vocabulary Compare Sequence chronologically Form interpretations Handle sources and artefacts
George Stephenson made the first steam engine. Stephenson was local.	Why Stephenson was significant. The impact Stephenson had on national life.	
The names of some significant local places.	Why some buildings in our locality are important.	
<i>Key events of the Great Fire of London</i>	<i>How different causes combined to cause the fire to spread.</i> <i>Consequences of the fire.</i>	
<i>Homes from the past are different to modern homes.</i>	<i>How and why homes and household objects have changed.</i>	
<i>Grace Darling saved people's lives in a shipwreck.</i> <i>Grace Darling was local.</i>	<i>Why Grace Darling's achievement was significant at the time.</i> <i>Why History is represented in different ways.</i>	
<i>The achievements of Neil Armstrong and Christopher Columbus.</i>	<i>How aspects of life were different in different periods.</i>	

CURRICULUM STATEMENT for HISTORY

Implementation: how we deliver our curriculum

The historical knowledge and skills detailed in the statutory requirements of the National Curriculum are taught in half termly topics. Teachers use the History Scheme of Work, written by the History Subject Leader, to deliver a sequence of lessons for each topic.

'Knowledge Organisers' are used to give a clear view of exactly what we expect children to learn and remember in the long term. They include facts and target vocabulary that will be used throughout the topic. They are also shared with parents and carers to enable them to support their child's learning at home. Newsletters are also displayed on the school website to inform parents/carers of what their child will be learning about in History and additional ways to support their child at home.

History lessons take place during afternoon sessions and consist of both whole class and groups activities. Schemes of work created by the subject leader suggest whether tasks should be completed as a whole class or in smaller groups in order to gain a better understanding of individuals' knowledge and skills. Teaching assistants may support these small groups, under the guidance of the class teacher

Within continuous provision in classroom areas children have access to books and artefacts when relevant to their historical topic as well as iPads/computers to allow children to conduct further independent research.

Opportunities for educational visits and outreach visitors are also planned. The History subject leader has identified an additional learning experience beyond the school setting for each History topic studied in Key Stage 1 to enrich our History curriculum. Durham Learning Resources are also ordered to provide children with the opportunity to handle historical artefacts.