



Stowford School

Curriculum Statement for History



Intent:

The Stowford Curriculum for history aims to ensure that all children:

-  know and understand the history of the UK 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.



Implementation:

The Stowford History Curriculum is an enquiry based curriculum.

British history is taught chronologically throughout KS2 and world history running alongside it chronologically.

Local history is included wherever possible and children's learning is enriched by a range of visits and visitors to make learning come to life.

Key stage 1:

Children 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 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, children to historical periods that they will study more fully at key stages 2.

Children 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 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 significant historical events, people and places in their own locality, for example: Guy Fawkes, Louise Braille and Grace Darling

Key Stage 2:

Children 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Children learn 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 of Ivybridge
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 namely: Tudor exploration of the Mayflower (local study in Plymouth), Victorians and the Industrial Revolution and the World Wars 1 and 2.
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- 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 -Benin (West Africa)
- c. AD 900-1300

The history subject leader keeps up to date and develops subject knowledge for themselves and for staff. A whole schools view is gained by ensuring continuity and progression of skills.

Through monitoring, the subject leader focuses on children learning and progress. This is based on learning walks, discussion with pupils and staff, looking at books and professional discussions. This then becomes linked to CPD and opportunities to share good practice.

The history curriculum provides a rich experience for all children in which they can develop skills to explore, access knowledge and make connections across all learning.

Assessment: Through a sequence of lessons, children gain knowledge and skills and conclude the unit with a piece of writing (an essay) in which they prove what they have understand from that unit of work. This is in the same genre as the children are studying, or have recently studied, in English lessons so that the focus is on historical knowledge and understanding rather than the English genre.



Impact:

The Stowford History curriculum helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires children' curiosity to know more about the past. Teaching equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.