



# History



## Introduction to History

History is the study of mankind in the past and the way in which people interact with their environment at a given time. History in the primary school aims to prepare children for adult life by developing an awareness of time, the sequencing of time and encouraging an understanding of the need to use a variety of sources. It has strong links with other subjects, making children aware of other cultures, the need to develop empathy with others and differences between periods studied.

## Curriculum Intent

At Sunnyside Spencer Academy, our History curriculum intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. History at Sunnyside aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Sunnyside Spencer Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Sunnyside Spencer Academy aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

## Aims

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.

## Curriculum implementation.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

### The teaching, learning and sequencing of the History curriculum follows:

A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to History. Moreover, there is an opportunity at the end of year to revisit Historical skills that need further consolidation and to use new knowledge to enforce prior skills.

In **KS1**, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.

In **KS2**, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

The progression of skills is set out in order to build and develop the following:

Chronological Understanding

Knowledge and understanding of events, people and changes in the past

Connection and Historical Links

Interpretations of History

Historical Enquiry

Children are taught the sequence of skills and knowledge that are the components to a composite outcome. Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through carefully planned historical enquiry, varied artefacts and knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.

### Curriculum impact.

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and skills. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Teachers record the progress and attainment against the national curriculum expectations of the curriculum. Monitoring takes place each term and subject leaders and teachers use the feedback to inform or address any gaps in learning. This is assessed through leaning walks; book looks and observations.

### Planning for history

At Sunnyside, although we recognise that knowing and recalling facts and figures can be impressive, our curriculum is planned to enable pupils to understand why something happened, what caused it as well as understanding the consequences of the actions of others in the past. This understanding comes through enquiry and investigation with historians engaged in research in order to provide a picture of the past.

### Example lines of enquiry for Ks1 Great Fire of London topic:

Facts	Lines of Enquiry
The fire started in Pudding Lane	How did the fire spread?
The Bakery was owned by Thomas Farriner	What fire-fighting methods were used?
The fire began on 2 September 1666	What factors contributed to the spread of the fire?
The fire was under control by 5 September 1666	How do we know so much about the Great fire of London?
	Are the 'accepted' facts true?

The content of history is the subject knowledge, the facts, details and dates, while the process of history is concerned with the process of finding out about the past. This involves lines of enquiry, investigations, engaging with source material and making deductions. We can think of it as aspects of history. These aspects can be seen in terms of historical skills, concepts, attitudes and values.

Skills	Concepts	Attitudes and Values
Observation	Chronology	Empathy
Sequencing	Change	Different points of view
Questioning	Continuity	Tolerance
Understanding	Similarities	Respect
Enquiry	Differences	Curiosity
Reasoning	Oldness	Enthusiasm
Explaining	Enquiry	Interest
Considering	Evidence	Historical Imagination
	Identify , belonging, interpretation	Understanding that different points of view exist
	Historiography	Bias
	Knowledge	

### Resourcing History

All children can access the history curriculum if there are a range of opportunities and resources for them. See below for examples of how history can be resourced.

