



History Curriculum Purpose and Rationale

Curriculum Purpose: Why study History?

Intent

Roberts History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. Our History curriculum will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.

Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Roberts History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

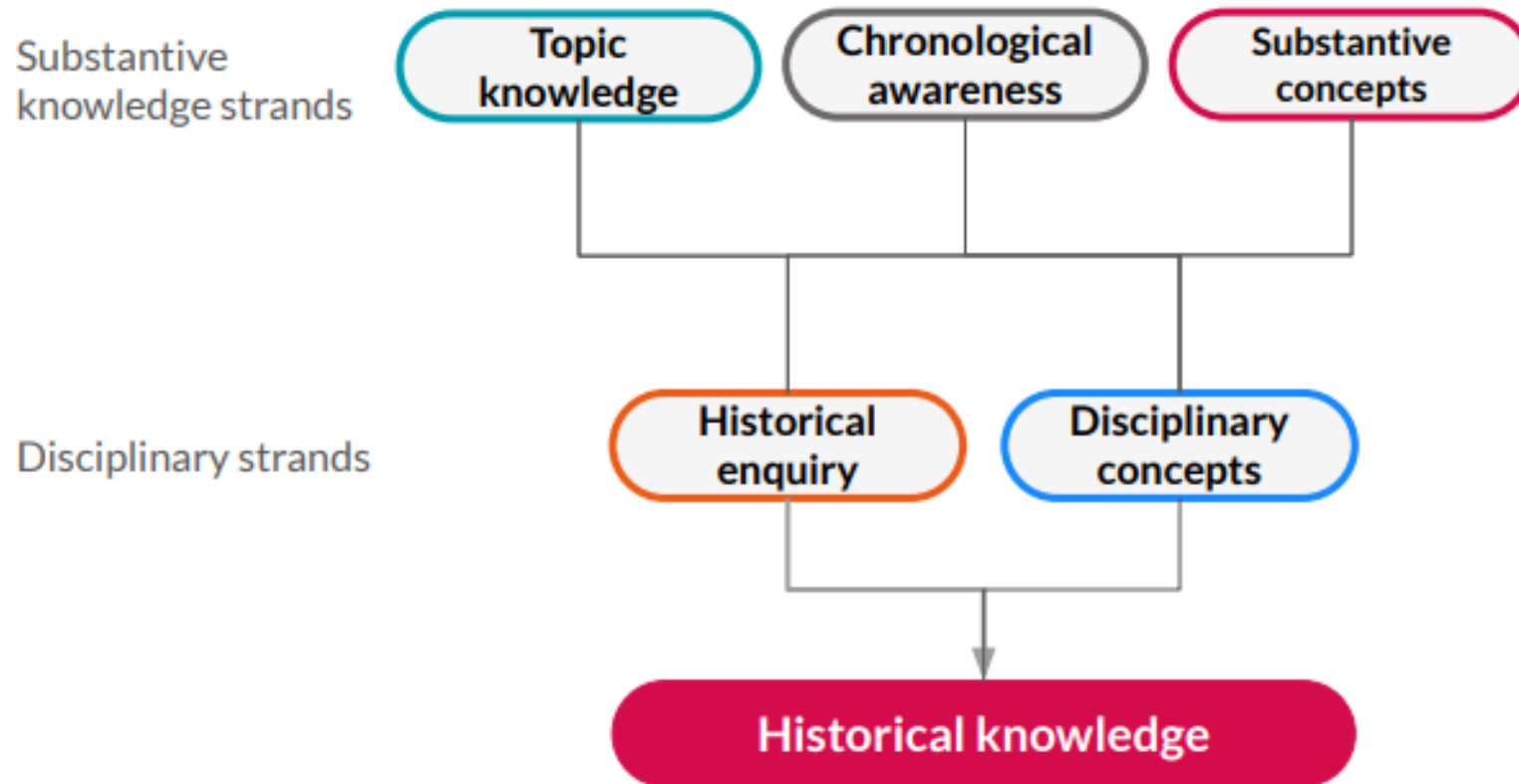
At Roberts, we hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, our curriculum aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Roberts Primary School has adopted the Kapow scheme of work for History but with some adaptations made to meet the local context of the school.

The History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



The History curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world.

In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives.

Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
 - Historical significance.
- Historical interpretations.
 - Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

The Roberts History curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.

At Roberts, lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Impact

The impact of Roberts History curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

After the implementation of Roberts History curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the Kapow History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
 - Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
 - Understand how historians learn about the past and construct accounts.
 - Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
 - Explain how and why interpretations of the past have been constructed using evidence.
 - Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

National Curriculum

Roberts has adopted Kapow's scheme of work and identifies how each of the National Curriculum's statutory attainment targets for History is covered in each of Kapow's History units.

History Curriculum Aims (end-points)

What are the aims, endpoints, of specific stages of the curriculum?

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know 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 should 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, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils 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 first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key stage 2 Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught key statutory topics during their school experience at Roberts:

Statutory topics:

- changes in Britain from the Stone Age to the Iron Age **(Year 3)**
- the Roman Empire and its impact on Britain **(Year 3)**
- Britain's settlement by Anglo-Saxons and Scots **(Year 4)**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **(Year 5)**
- a local history study **(Year 6)**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **(Year 5– Tudors, Year 2– what is a monarch; Year 6– World War 2)**
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt **(Year 3)**; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **(Year 5)**
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900 **(Year 4)**; Benin (West Africa) c. AD 900–1300.