

## History Subject Overview

*'A people without the knowledge of their past history, origin and culture is like a tree without roots.'*  
**Marcus Garvey.**

### Curriculum Aims and Principles

At Greet, we are driven by a collective mission of ensuring that children understand that there are **no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and their understanding of how to live **ethical lives**. Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the children of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our children a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21<sup>st</sup> Century.

All of our curriculum areas are carefully planned and mapped using **our core curriculum principles**. These ensure our curriculum is: **values driven**; focused on **the essentials**; **coherent, connected** and **cumulative**; incorporates **carefully selected knowledge**; **vocabulary rich**; **ambitious**; and **builds cultural capital**. Please see our 'Curriculum Aims and Principles' document for more details.

For all subject areas we have **carefully selected and sequenced the key knowledge and vocabulary** our children need to build the foundations of future academic success. Knowledge and vocabulary are **explicitly mapped on our medium term plans**. This knowledge and vocabulary is **delivered as a minimum requirement**. Content is arranged sequentially and logically with key concepts are revisited in a range of contexts within a year group, across year groups and across subjects. Our curriculum threads link key themes across the school.

### History at Greet

We take our children on an exciting voyage of historical discovery during their time with us. This journey starts as we learn together about the children's family history before gradually travelling back in time beyond events from living memory. As the children grow we travel further away from Greet in time. Learners explore Britain and then the wider world, finding out about significant people, places and events from the past and present.

As stated in the history National Curriculum, 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world'. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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'.

Our history curriculum **aligns closely to the National Curriculum** and provides our pupils with the opportunity to:

- 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 and analyse trends.
- 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.

At Greet Primary School we teach **an ambitious knowledge rich history curriculum** through the use of the Cornerstones curriculum. This ensures that our history curriculum content is mapped **sequentially and logically** with **key vocabulary and knowledge revisited** to support children to **know more and remember more**.

Key concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout projects and are developed over time. All projects develop historical skills based on evidence and historical enquiry. Children study a local history unit during each key stage.

We teach history as a discrete subject so children have the opportunity to think like 'historians', **understanding the subject as a discipline in its own right**. Projects are placed alongside other subject projects where there are **opportunities for making meaningful connections**.. For example, in Year 6 the Britain unit has been placed in the same teaching sequence as the English poetry unit studying works by Wilfred Owen.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

## EYFS

In Nursery, children begin by studying the project 'Me and My Community.' This project enables children to begin to make sense of their own life story and family history. In the summer term children study the project 'Marvellous Machines', this interest-led project teaches children about the technology that is part of their daily lives and how machines help us, this gives children the chance to look at past and present and use past tense language to describe events and experiences that have happened to them. Children finish the year with the project 'Sunshine and Sunflowers' which again provides children with opportunities to use past tense language to describe events and experiences that have happened to them.

In Reception, children begin the year with 'Me and My Community,' in this project children explore and talk about important events in their school or locality's history. In the Spring term children study the project, 'Ready, Steady, Grow' and use books to find out about people and events in the past. They put familiar events in chronological order and discuss similarities and differences between things in the past and present. In the Summer term, children look at the project 'Marvellous Machines, in this unit children will understand that objects from the past look different to objects from the present and focus on the way people lived in the past and how it's not the same as we live now.

## Key Stage 1

In Year 1, children begin by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory. In the summer term, children study the project School Days enabling children to learn the history of Greet and compare schooling to the Victorian period.

In Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

## Lower Key Stage 2

In Year 3, children begin by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the



Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain’s ensuing Romanisation.

In Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. In the summer term, children begin their studies of ancient history in Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

### Upper Key Stage 2

In Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. In the summer term, children further study ancient and world history in the project Ground-breaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain’s role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain’s history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

### Focus Historians

Through our history curriculum children learn about the following significant people from history:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
Samuel Wilderspin (Childhood)	Emmeline Pankhurst (Movers & Shakers)	Boudicca (Emperors & Empires)	Alfred the Great (Invasion)	Fu Hao (Dynamic Dynasties)	Ignatius Sancho (Maafa)

### Other significant people from history studied:

<b>Childhood</b> Queen Elizabeth II Queen Charles III	<b>Movers and shakers</b> Mary Anning Neil Armstrong Henry VIII Rosa Parks Joseph Lister Christopher Columbus Malala Yousafzai Greta Thunberg Elon Musk JK Rowling	<b>Emperors and Empires</b> Trajan Julius Caesar Hadrian	<b>Invasion</b> Edward the Confessor	<b>Ground-breaking Greeks</b> Pythagoras Cleisthenes Pericles Socrates Hippocrates Plato Alexander the Great	<b>Maafa</b> John Blanke Olaudah Equiano William Cuffay Mary Seacole Claudia Jones Olive Morris Lenford Kwesi Garrison
<b>School days</b> Queen Victoria	<b>Magnificent monarchs</b> Alfred the Great William the Conqueror Henry VIII Elizabeth I		<b>Ancient Civilisations</b> Howard Carter	<b>Dynamic Dynasties</b> King Wu Ding	<b>Britain at War</b> Adolf Hitler Neville Chamberlain Winston Churchill

### Entitlements

Through the history curriculum every child will:

- experience one history trip or visitor each academic year, for example visiting Coventry Cathedral in Year 6 as part of their Britain at War unit.

- have access to historical artefacts linked to their unit of work.
- an hour of discrete humanities teaching each week.
- be provided with ambitious knowledge organisers with core knowledge and vocabulary.
- be offered a range of home learning projects linked to their history unit of work.

### **Assessment**

We assess children's learning of history in the following ways:

- through retrieval practise at the start of each lesson.
- end of unit quizzing.
- an exhibition piece will be produced to answer 'the big question' for the unit and will be included in each child's exhibition portfolio.
- Cornerstones assessment criteria.