

Oak CE Primary School

History Curriculum Overview



Vision

The History curriculum at Oak CE Primary School will allow our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire their curiosity to know more about the past, ask questions, use evidence and make judgements. Our curriculum will help our 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.

Our curriculum is constructed upon the fundamental principles outlined in the EYFS Framework and the National Curriculum. We teach our children to:

1. Know and understand the history of these islands, from the earliest times to the present day: how Britain has influenced and been influenced by the wider world.
2. 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.
3. Gain understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
4. 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.
5. Understand the methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed.

Teaching and Learning

At Oak CE Primary School, we use the Rising Stars Scheme of Work to ensure the progression of skills and knowledge, sequence of learning, and National Curriculum coverage.

This sequence of learning is developed so that history units are taught during the second half of each term across all year groups. This enables the processes of standardisation, moderation and assessment to be highly impactful; whilst at the same time providing the commonality necessary for leaders to offer strategic improvements to subject knowledge, pedagogical approach, differentiation and inclusion, and ambitious standards of teaching and learning.

Within each history unit, knowledge, skills and concepts build upon each other. Children have opportunities to ask questions, discuss, work in groups and communicate their understanding through a variety of outcomes, such as written work, illustrations and presentations to their peers. Children use knowledge organisers to support their learning. History lessons are taught once a week in both key stages for an hour. Each new topic begins with an overarching enquiry question, with each lesson linking back to this question throughout.

Throughout, there is a strong emphasis on developing pupils' chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils will be required to consider other events, people and societies occurring at the same time locally, nationally and globally.

The curriculum is carefully sequenced so that there are themes running throughout upon which children can build new knowledge (journeys, trade, empire, kingship, war, tolerance, rights, relationships etc.)

Teachers adapt the resources and PowerPoints within the Rising Stars scheme to meet the needs of their class. It may be supplemented by educational visits, visitors, using additional resources such as artefacts, sources of evidence, quizzes, and educational video clips. Reading lessons may also include non-fiction texts based on history topics being taught.

Early Years Foundation Stage

In EYFS, history is taught through the strand of 'Understanding the World'. Throughout carefully chosen topics, children begin to make sense of their own life-story and family's history. They compare and contrast characters from stories, including figures from the past. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. This prepares them for the transition to KS1 and the National Curriculum programme of study.

Inclusion

At Oak CE Primary we teach history to all children, whatever their ability and individual needs. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Lessons are planned and adapted so that all children can access the learning, make progress and feel successful, without SEND being a limiting factor. Where possible, the same skills and concepts are made accessible through targeted support, thoughtful scaffolds, and use of InPrint.

Assessment

Progress in history is measured using ongoing professional judgements as we observe children during lessons and by looking at their recorded work. There are also end of unit quizzes which can be completed independently or as a class to allow summative assessment at the end of the unit. Within the Rising Stars scheme, assessment opportunities are identified throughout each unit. Progression charts in Rising Stars show statements for end of year expectations for children who are working towards the expected standards, at the standard, and at greater depth. This will also enable the teacher to make an annual assessment of progress for each child, as part of the child's end of year report to parents.