

HISTORY AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: HISTORY**

# Purpose of study

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.

# 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 History – key stages 1 and 2 2

♣ 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.

INTENT

Our intent, when teaching history, is to stimulate the children’s curiosity in order for them to develop their knowledge, skills and understanding of Britain’s past and that of the wider world. The study of history ignites children’s curiosity about how and why the world, our country, culture and local community have developed over time. Children will understand how the past influences the present. History will enable children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values and their understanding of what makes a good and responsible citizen.

Through our history curriculum we aim to:

* encourage a sense of curiosity and understanding of events, places and people in a variety of times and environments.
* develop an interest in the past and an appreciation of human achievements and aspirations.
* develop children’s understanding of the values of our society.
* enable focused learning about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
* develop a knowledge of chronology within which the children can organise their understanding of the past.
* support children to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
* enhance and develop children’s enquiry skills and develop the range of skills required to interpret primary and secondary source materials
* help children distinguish between historical facts and the interpretation of those facts
* develop children’s understanding that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Learning will start by linking back to 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 concept

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| **KEY THEMES** | | |
| **Chronology**  Developing an understanding of chronological contexts. | **Continuity and Change**  Learning about what has changed and what has stayed the same. | **Cause and Effect**  Discovering why something happened and what the consequences have been. |
| **Significance, Interpretation and Impact**  Considering the effect events had on people at the time and into the future. | **Historical Enquiries**  Communicating research from primary and secondary sources. | **Historical Vocabulary**  Using words and phrases that describe the passing of time and context of civilisations. |
| **KEY SKILLS** | | |
| **Observing** - Read critically: search for clues in texts, documents - and images, too.  **Questioning and Investigating** - Critical thinking skills: be curious and use logic to ask questions. Find and retrieve evidence: this includes both primary and secondary sources. Handle sensitive evidence carefully and responsibly.  **Analysing and Interpreting** - Key traits to develop are integrity, determination and empathy - to put yourself in someone else’s shoes.  **Reflecting and Concluding** - Develop keen judgement and make reasoned decisions: this includes making moral and ethical choices.  **Recording and Communicating** - Communication skills: explain and inform by writing and speaking well. | | |
| **KEY KNOWLEDGE – Constructing the Past** | | |
| Building a coherent knowledge of the past through periods of history. | | |

**BUILDING KNOWLEDGE AND UNDERSTANDING IN HISTORY**

Early years curriculum

**Understanding the World**

ELG: Past and Present

Children at the expected level of development will:

• Talk about the lives of the people around them and their roles in society.

• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

• Understand the past through settings, characters and events encountered in books read in class and storytelling

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| **KS1 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. | **KS2 Pupils should be taught 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; * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; * 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; The Shang Dynasty of Ancient China; * 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization cc. AD 900; Benin (West Africa) c. AD 900-1300. |

**History Curriculum – Cycle A 2023-24**

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|  | **Autumn** | **Spring** | **Summer** |
| **KS1** | **Bonfires and Fireworks: Gunpowder Plot**  Events beyond living memory   * know and recount episodes from stories and significant events in history; * historical understand that there are reasons why people in the past acted as they did; * describe significant individuals from the past. * talk and write about things from the past using some vocabulary. * start to show some basic understanding of substantive concepts - monarchy, parliament, war, voyage, society; | **Wings & Wheels Visit to Amberley Museum**  Significant historical events   * observe and use pictures, photographs and artefacts to find out about the past; * start to use stories or accounts to distinguish between fact and fiction; * explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.   Visit to Amberley Museum | **Shipley & beyond – Visit to Knepp**  Local history study   * sequence artefacts and events that are close together in time; * order dates from earliest to latest on simple timelines; * sequence pictures from different periods; * describe memories and changes that have happened in their own lives; * use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. |
| **Y3/4** | **World War 1 - visit to Shoreham Fort**  Aspect of British history since 1066  The lives of significant individuals   * use a range of primary and secondary sources to find out about the past; * construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; * gather more detail from sources such as maps to build up a clearer picture of the past; * regularly address & sometimes devise own questions to find answers about the past; * begin to undertake their own research. | **Wings & Wheels - Visit to Amberley Museum**  Significant historical events   * explain how people and events in the past have influenced life today; * describe connections and contrasts between aspects of history, people, events and artefacts studied. | **Shipley & beyond – visit to Knepp**  Local history study   * identify key features, aspects and events of the time studied; * look at two versions of the same event or story in history and identify differences; * investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. |
| **Y5/6** | **World War 1 – visit to Shoreham Fort**  The lives of significant individuals  Aspect of British history since 1066   * identify and note connections, contrasts and trends over time in the everyday lives of people; * use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; * describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. * show an awareness of the concept of propaganda | **Wings & Wheels - Visit to Amberley Museum**  Significant historical events   * use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; * select relevant sections of information to address historically valid questions and construct detailed, informed responses; * investigate their own lines of enquiry by posing historically valid questions to answer. | **Shipley & beyond – visit to Knepp**  Local history study   * present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; * plan and present a self-directed project or research about the studied period. |

**History Curriculum – Cycle B 2024-25**

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|  | **Autumn** | **Spring** | **Summer** |
| **KS1** | **Toys and Games – Horsham museum workshop**  Changes within living memory   * sequence artefacts and events that are close together in time; * order dates from earliest to latest on simple timelines; * sequence pictures from different periods; * describe memories and changes that have happened in their own lives;   use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. | **Great Fire of London – Fire brigade visit**   * observe or handle evidence to ask simple questions about the past; * observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; * use evidence to explain the key features of events; * use historical vocabulary to retell simple stories about the past. |  |
| **Y3/4** | **Swords & Sandals: Roman Empire – visit to Fishbourne Roman palace**   * identify key features, aspects and events of the time studied; * find out about the everyday lives of people in time studied compared with our life today; * identify key features, aspects and events of the time studied; | **The Indus Valley**   * sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; * understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). * begin to understand some of the ways in which historians and others investigate the past. |  |
| **Y5/6** | **Anglo Saxons & Vikings - Horsham museum workshop**   * consider different ways of checking the accuracy of interpretations of the past; * start to understand the difference between primary and secondary evidence and start to question its reliability; * order dates on a timeline * accurately use dates and terms to describe historical events; * understand how some historical events/periods occurred concurrently in different locations, UK, Europe | **The Mayans**   * order an increasing number of significant events, movements and dates on a timeline using dates accurately; * accurately use dates and terms to describe historical events; * understand how some historical events/periods occurred concurrently in different locations * continue to develop their understanding of how historians and others investigate the past. * find and analyse a wide range of evidence about the past; * use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; |  |

**History Curriculum – Cycle A 2025-26**

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|  | **Autumn** | **Spring** | **Summer** |
| **KS1** | **Victorian Shipley: 150th anniversary of Shipley School**   * start to compare two versions of past events; * start to understand that there can be different versions of the same event from the past; * observe and use pictures, photographs and artefacts to find out about the past; * start to use stories or accounts to distinguish between fact and fiction;   explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. |  | **A day in the life of…**  Significant individuals   * know and recount episodes from stories and significant events in history; * historical understand that there are reasons why people in the past acted as they did; * describe significant individuals from the past. * talk and write about things from the past using some vocabulary. |
| **Y3/4** | **Victorian Shipley: 150th anniversary of Shipley School**   * use a range of primary and secondary sources to find out about the past; * construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; * gather more detail from sources such as maps to build up a clearer picture of the past; * regularly address & sometimes devise own questions to find answers about the past; * begin to undertake their own research. | **Shackleton’s voyage**   * present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); * start to present ideas based on their own research about a studied period. |  |
| **Y5/6** | **Victorian Shipley: 150th anniversary of Shipley School**   * identify and note connections, contrasts and trends over time in the everyday lives of people; * use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; * describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. * show an awareness of the concept of propaganda | **Exploration & Endurance (incl shipwrecks)**   * build on prior knowledge to start to gain further understanding of substantive concepts; * understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. * present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);   start to present ideas based on their own research about a studied period. |  |

**RATIONALE FOR THE HISTORY CURRICULUM**

Mixed age classes can present a challenge, particularly when the class structure has changed during the cycles. In addition to this, the history curriculum had to take into account missed areas of study from COVID. This is why there is currently a three year cycle in place

Cross curricular links are exploited where possible and meaningful. The history is led by historical enquiry and incorporates opportunities for reading quality fiction and non-fiction texts

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. The acquisition of new vocabulary is given careful consideration in addition to recapping and using mind maps and visual resources to record.

**IMPACT**

History should have a high profile across the school; children should see themselves as historians Relevant historical vocabulary should be used and understood by all learners. By the end of KS2, the children will have developed their key skills as historians and be confident to communicate their knowledge and understanding. This will enable them to progress into, and access, the KS3 key knowledge and skills of change, continuity and causation. They will be prepared to use historical sources and interpret them as well as confidently write about the past.

Impact will be measured through key questioning skills built into lessons, child-led assessments and recall assessments aimed at targeting next steps in learning.

Children should develop:

* Their chronological knowledge of historical periods learnt through the key themes.
* The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
* Be able to think critically about history and communicate confidently in styles appropriate to a range of audiences.
* A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
* The ability to evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Curriculum impact is assessed through the following methods:

* Pupil discussions and pupil voice
* SLT & Subject leader monitoring
* Governor monitoring
* Annual curriculum review which includes impact review of visits and visitors
* Book looks
* Photo evidence of the pupils’ practical learning.