Stanton Harcourt
CE Primary School

History
Curriculum Handbook

Curriculum Statement

- Intent
- Implementation
- Impact
- Recording
- Assessment
- Inclusion
- Cultural Capital

Curriculum Overview

Curriculum Knowledge and Skills Progression- History

Curriculum Statement

Intent

The aim of History at Stanton Harcourt CofE Primary School is to build both substantive knowledge of the ‘stuff ’ of history; and also the skills to interpret, question and evaluate events from the past, including considering their ongoing significance. Specifically, we aim to:

• Develop children’s appreciation of chronological processes including observing continuity and change over time.

• Create an understanding of the similarities and differences between diverse cultures and era.

• Equip children to recognise the significance of events and individuals

• Ensure children understand and appreciate the

history of our local area in the context of the history of the UK and the wider world.

• Develop skills in asking questions; interrogating evidence; and observing trends, patterns and connections in human history.

Our approach links to our vision of ‘Living, Learning and Growing Together’ as much of our history is taught through group work and collaborative working; and our strong emphasis on local history strengthens the sense of community within the school and the children’s understanding of our local context.

The range and progression of topics has been created to reflect the National Curriculum and also to meet the needs of our school, in particular to emphasise the history and significance of our local area; and also, alongside our Geography plan, to give children an understanding of their place, both as individuals and as citizens of the UK, within the wider world.

Implementation

Children are taught History for three long terms across each two year stage of the school, alternating with Geography for the other three long terms. In Early Years, Understanding the World is threaded through each topic (six per year) encompassing the statements most relevant to History from 2020 Development Matters.

KS1 and KS2 all study a History topic for the Autumn term in both years, and for the Summer term of Cycle B. In the Spring term of both years and the Summer term of Cycle A, KS1 and KS2 all study a Geography topic. It is expected that this builds a sense of KS1 and 2 learning History together, as in our vision.

At the start of each topic in KS1 and KS2, children are given a Knowledge, Concept and Vocabulary overview which is stuck into their exercise books. This gives the children a clear outline of what they will be learning.

Learning Objectives deliberately include elements of Geography as well as History, and reflect both knowledge and skills to be gained.

Lesson content, format and outputs vary deliberately to ensure different historical skills are being developed, though still embedding the Rosenshine principles. There is particular emphasis on the use of evidence; links that can be made with other knowledge; and local connections.

Within each topic, children engage with a range of key concept questions and within KS1 and KS2, complete at least one piece of extended writing for each topic. A working wall is created in each class to reflect the learning journey of the children through the topic.

High quality materials and CPD are resourced through the Historical Association. Learning is enriched and extended through site visits, artefacts and visitors.

Impact

As a result of the History curriculum, children will leave Stanton Harcourt school with a solid body of knowledge about the inhabited history of Britain up to 1066, with a good understanding of the various people groups that have come to Britain in that time and brought change with them. They will also be aware that the UK does not exist in a vacuum and all around the world, other countries have also been developing and changing over the centuries.

Children will have become skilled at using and questioning evidence and in answering questions relating to continuity and change, similarity and difference, and significance.

They will have a good understanding of a range of local sites including the Devil's Quoits, the war memorial, the old site of RAF Stanton Harcourt and nearby sites such as the Roman Villa at North Leigh. They will also be aware of the history of Witney as a centre for blanket making.

Finally, they will be excited about history, having learned fascinating stories from a range of places and eras and built meaningful connections between bodies of knowledge.

Recording

Children will take part in a wide range of discursive and practical lessons but there will also be recording in books following the Stanton Standards. For each topic,

this will include a piece of extended writing.

Cross-curricular writing will be celebrated through the weekly ‘Star Writer’ awards when appropriate.

Assessment

Teachers assess each unit of history and make a summative assessment at the end of the school year.

Learning Objectives in books are ticked by teachers after each lesson - one tick if partly achieved; two ticks if fully achieved.

Every lesson begins with a review of previous learning. For example, this can be the use of a low stakes quiz, recap of a skill or analysis of an artefact to revise and recall key historical knowledge from previous learning.

Key Concept Questions are used to elicit understanding of a history unit. Teachers introduce these questions within lessons or as Purple Pen comments for children to demonstrate their understanding.

An end of year history assessment is undertaken to demonstrate the historical knowledge and skills children have retained over the course of the year.

Teachers also use the portfolios of Greater Depth work to support and inform their judgements.

In Early Years, the children’s Learning Journeys will reflect their learning in Understanding our World.

Inclusion

All children take part in all History lessons, which are planned to be both accessible and engaging but also stretching.

Where appropriate, scaffolds are provided to enable all children to participate fully. The types of lessons vary with practical sessions and a range of types of output ensure all children are able to progress in history.

Cultural Capital

As part of their history learning, children across the school will:

- Visit sites of historical importance within the village and local area to bring to life links between their home location and the wider world.

- Participate in experiences which make relevant the events being studied.

- Handle artefacts from a range of eras and become skilled in evaluating different types of evidence.

- Visit museums and other historical sites and recognise them as centres of curated cultural capital.

They will also learn about events that are generally known in our culture, so that they are able to connect with references made in the media, in films and literature and within their own families, such as the Blitz and the moon landing of 1969.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	The Great Fire of London	The Great Fire of London				
Year 1/2 B	Witney Blankets	Witney Blankets			Explorers	Explorers
Year 3/4 A	Raiders and Invaders	Raiders and Invaders				
Year 3/4 B	Ancient Civilisation and the Egyptians	Ancient Civilisation and the Egyptians			Stone Age to Iron Age	Stone Age to Iron Age
Year 5/6 A	Ancient Greeks	Ancient Greeks				
Year 5/6 B	World War II	World War II			Romans	Romans

Curriculum Knowledge and Skills Progression - History

Chronological Understanding

EYFS	Year 1/2	Year 3/4	Year 5/6
Discussion of memories and photographs. Understanding that things happened before they were born. Simple chronological ordering.	Sequencing events. Locating a specific event in relation to other events/ periods. Sequencing of artefacts, maps and images, and historical figures involved. Recognising that change occurs over time, for example in technology knowledge of the world.	Beginning to make timelines – provided to scale. Locating single events into wider context. Understanding how different eras link and overlap. Understanding how different ancient civilisations pre-date and overlap with British history.	Creating accurate (proportional) timelines. Understanding of how events and civilisations in the past affect us today. Awareness of more recent aspects of British history and how they relate to other world events.

Range and Depth of Historical Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
Look at old photographs of familiar places	Knowledge of an event and the impact of it, of national significance.	Increased understanding of the history of Britain (Stone Age to Iron Age, Raiders and Invaders)	Greater understanding of continuity and change – for example, with the Roman invasion.

and compare to today. Visit to a historical site. Encounter figures from the past through stories.	Knowledge of key individuals from different times and places and their impact on the event or history. Understanding similarities and differences between historical figures including how their place in history, the technology of the time and the body of existing knowledge affected their explorations.	including key individuals, their role and impact. Awareness of the achievements of ancient civilisations. Understanding of continuity and change – for example, between the Stone Age and the Bronze Age. Understanding of similarities and differences between Anglo-Saxons and Vikings.	Understanding of the motivations of key figures. Knowledge of Ancient Greece as a civilisation. Knowledge of more recent aspects of British history. Understanding of similarities and differences between places in the past (eg Athens and Sparta) and actions and motivations (Allied and Axis bombing).

Interpretations of History			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Think about how we know about the past.	Supported assessment of historical figures and their motivation and impact (for example Ibn Battuta). Supported assessment of evidence and reliability of sources such as Pepys' diary.	Questioning of purpose of objects (artefacts) and sites (for example Devil's Quoits) providing reasons for interpretation. Questioning of written sources (Bede, hieroglyphics from Ancient Egypt), including motivation, purpose and reliability.	Independent assessment of motivation and impact of key individuals and states including Alexander the Great. Questioning evidence and written sources, including images for example of the impact of bombing in World War II and Cassius Dio's

			account of Boudicca's rebellion, continuing to develop skills in exploring motivation, purpose and reliability.

Historical Enquiry			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Looking at similarities and differences between artefacts. Generate questions about artefacts - what is it? Where it is from? What is it for? Who owned it?	Children will generate questions about why the blanket industry developed in Witney and why it ended; why explorers went where they did; why London changed so much after the fire of 1666. Use of evidence to help answer questions.	Generating questions about Anglo-Saxons and Vikings - why they came to Britain and left. Use of a range of sources for historical enquiry. Discerning between fact, fiction and opinion (for example with Alfred the Great and the cakes).	The ability to question the morals of key individuals/states. The ability to provide nuanced answers and present balanced arguments.