

Newton Leys Primary School
History Curriculum Statement

INTENT



Why do we teach this?

At Newton Leys Primary School, we have designed our History curriculum to ignite our children's curiosity about exploring the past. There is a focus on the development of the children's specific historical skills and knowledge. This is taught through a topic-based approach and by giving the children hands on experience wherever possible. Our teaching of History equips our children with knowledge about the history of Britain, significant aspects of the history of the wider world, the lives of significant people from the past, and changes in living memory. In understanding this our children will gain cultural capital and have a greater appreciation of today's world and their place in it. We want to teach children how to ask and answer questions about the past, developing their inquisitive minds and giving them the opportunities, through many different topics, to help them to love learning about History

IMPLEMENTATION

What do we teach? What does this look like?

At Newton Leys Primary School, we use the Cornerstones Curriculum to deliver our history topics. In each year group, the children will be taught key historical skills and concepts linked to each Cornerstones Topic. Each Key Stage has a Progression of Skills History Pack, which details the key skills and concepts that must be taught in each year group. These key skills have been divided under the following headings.

Early Years

History is taught in Early Years Foundation Stage as an integral part of the topic work through child initiated and adult led activities. Pupils are taught to show interest in the lives of people who are familiar to them, remember and talk about significant events in their own experiences, recognise and describe special times or events for family or friends and show interest in different occupations and ways of life. Pupils are encouraged to talk about past and present events in their own lives and in the lives of family members and to identify similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

Key Stage One will focus on embedding key historical skills that will be built upon and developed in Key Stage Two. These key skills have been divided under the following headings.

Chronological Understanding	Knowledge and Understanding	Historical Enquiry	Historical Interpretation
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In Key Stage 1 pupils are taught:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To 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.
- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage Two

In order to ensure that children have as many opportunities as they can to **link their learning** each history topic will focus on **six concepts**. This will enable children to **compare** and **contrast** the different **historical periods** that they cover over the course of Key Stage Two.

These key concepts are

Historical Key Concepts					
Law and Order	Invade and Conquer	Traditions and Beliefs	Agriculture and Industry	Settlements and Homes	Education and Childhood

In Key Stage 2 pupils are taught:

- To develop a chronologically secure knowledge and understanding of British, local and world history
- To establishing clear narratives within and across the periods they study
- To understand connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information
- To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

- To use historical vocabulary to ask and answer valid questions and to pursue lines of enquires

History Curriculum Overview

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Bright Lights, Big City	Moon Zoom!	Splendid Skies	Dinosaur Planet	Enchanted Woodland	Rio de Vida
Year 2	Land Ahoy	Towers, Tunnels and Turrets	Street Detectives	Muck, Mess and Mixtures	The Scented Garden	Wriggle and crawl
Year 3	Mighty Metals	Gods and Mortals	Flow	Tremors	Predator	Tribal Tales
Year 4	Burps, Bottoms, Bile	Blue Abyss	I am Warrior	Traders and Raiders	Potions	Road Trip USA
Year 5	Pharaohs	Stargazers	Off with her head	Scream Machine	Alchemy Island	Allotment
Year 6	Blood Heart	Revolution	Frozen Kingdom	Hola Mexico!	A Child's War	Darwin's Delight

Extra-Curricular History Opportunities

All history lessons are tailored to the needs of the children in the class. The teachers deliver lessons pitched at an appropriate level for all before modelling activities as well as providing differentiated tasks to support less able pupils. We strive to increase the Cultural Capital for all children. We therefore try to include as many historical visits or invite visitors into school who can share their knowledge and increase their cultural capital and love for History.

British values in History

By studying different aspects of social history and by questioning aspects of morality that is a part of Historical discussion, the children will establish a deeper understanding of how people's lives have changed and developed over the centuries. Examining different cultures and how they have contributed in historical terms will also give children an awareness of our own multi-cultural identity.

Impact

What will this look like?

At Newton Leys Primary School, we hope that our History Curriculum will encourage children to learn to make links and form a life- long love of investigating, enquiry and questioning. We want to ensure that our children are equipped with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

By the time children leave Newton Leys Primary School they should have:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- 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.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.