



History Curriculum

Intent

At Lemington Riverside Primary School history education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum ensuring the progressive development of historical concepts, knowledge and skills.

Ultimately our aim is for the children to develop a love for history and develop a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).

History teaching at Lemington Riverside Primary School has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

At Lemington Riverside Primary School, we have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- To develop in all children and young people a sense of who they are locally, nationally and globally.
- To develop a knowledge of chronology within which children and young people can organise their understanding of the past.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past.
- To inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer.

- For all children and young people to know what it means to be an historian – immersed in and inspired by history – with transferable skills and a sound progression of knowledge and sequenced understanding of key concepts

Implementation

The curriculum is implemented through a thematic approach revolving round a key question. For example, the unit of work may focus on World War Two but answer a specific key question such as 'How were the children affected in Lemington in the Second World War?' Children may study the same historical period in a different year but address a different question focusing on a different historical skill and different aspect of knowledge. The milestones created by Chris Quigley Education are used in conjunction with our thematic planning to ensure the children develop their knowledge and skills as they move from Early Years through to Key Stage 1 and 2. The Milestones are used to monitor coverage and track progress across the curriculum, ensuring appropriate sequencing is in place. When planning teachers incorporate the following intent :

- Intent: What wider skills will the children have developed by the end of this theme, supporting future learning and life skills?
- Intent: Outline the factual/topical areas that will be covered, enhancing the development of knowledge and cultural capital?
- Intent: What opportunities will there be to develop literacy and numeracy skills?
- Intent: Cross-Curricular links: Which curriculum areas will be covered during this theme, developing cross-curriculum knowledge and skills?
- Impact: What opportunities will be provided to assess the development of knowledge and skills?
- Impact: What specific areas of knowledge/skills will be developed during this theme, which will be assessed at different times by the teacher and by the pupil?
- Impact: What specific wider skills will be developed during this theme, which will be assessed at different times by the teacher and by the pupil?

Lessons aim to develop a long term memory by allowing for repetition of learning within the year and year on year. Feedback and flashback activities ensure that historical knowledge is embedded into long term memory.

The use of knowledge organisers are used to aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.

Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.

SMSC and are threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.

Impact

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

If learners need support, we aim to enrich our children's cultural capital through the following methods:

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- Our fully-funded, 'Lemington Experience' provides our children with an incredibly unique offer. Every pupil at LRPS will visit key historic sites, throughout their time at the school, free of charge.

- As a school we have invested heavily in the Lemington experience; we believe firmly that by enriching our children's experiences, we enrich their historical vocabulary.
- We firmly believe that our children must experience the plethora of learning and experiences that our local area has. Where permitted, we believe that children must experience history rather than 'doing' it.

Assessment:

The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Key Skills	Years 1 and 2	Years 3 and 4	Years 5 and 6
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the

		of the main events and changes in history.	<p>full answer to questions about the past.</p> <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate.
Build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

	<p>as: past, present, older and newer.</p> <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<p>along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • Legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to

			<p>communicate information about the past.</p> <ul style="list-style-type: none">• Use original ways to present information and ideas.
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