

Appendix 6: Curriculum Statement for History

Organisation of the curriculum

We have divided the National Curriculum content for history into two categories. Some of the national curriculum in history is delivered through **whole school or key stage cross-curricular themes** on a rolling programme, whereas some of the content is taught separately to specific year groups.

Four year rolling programme for history based whole school themes

2014-15	KS1	'Step Back in Time' which focusses on changes within living memory (such as changes in the kinds of toys children played with over time) and events beyond living memory such as World War One and Remembrance.
	KS2	'Ancient Greece' to include: Where is Greece and what is it like? When was the period we call Ancient Greece? Who were the Ancient Greeks and how did they live? Greek myths. What do artefacts tell us about life in Ancient Greece? Athens and Sparta. The Persian Wars. What were the greatest achievements of Ancient Greece and how have they affected our lives nowadays?
2015-16	KS1	'Changes in children's lives over the last 500 years' to include the social history of families, education, children's homes, working lives and leisure activities from one or more periods from Tudor times to the present day,
	KS2	
2016-17	KS1	'Famous people' - learning about the lives of significant individuals in the past, to compare aspects of life in different periods, such as comparing Florence Nightingale, Mary Seacole and modern nurses, or Christopher Columbus and Neil Armstrong.
	KS2	'Ancient Egypt' to include: The physical geography of Egypt and its effect on history, particularly the role of the River Nile. When the civilisation first appeared, how long it lasted & its achievements. How do we know about Ancient Egypt and what we can learn the civilisation from the objects that have survived? Ancient Egyptian society. Ancient Egyptian beliefs and rituals.
2017-18	KS1	'The history of Ashwell' from Anglo-Saxon times to the present day, including the development of the village community, houses, St Mary's Church and other places of worship, changes in people's everyday lives, the effects of national changes such as the coming of the railways, the coprolite, strawplaiting and brewing industries, changes to agriculture, the great fire of Ashwell in 1851, the development of education including the building of the school, the effects of the world wars on Ashwell. The focus will be on using the wealth of buildings, artefacts, documents and personal memories available to learn about the history of the village.
	KS2	

Early Islamic civilisation will be studied at the same time as Islam is studied in the Religious Education curriculum in Key Stage 2.

British History

In addition to whole school themes with a historical focus, British history from the earliest times to 1066 is taught chronologically during Key Stage 2. In 2014-15, Years 4 and 5 have both been studying the Roman period, as these year groups would otherwise miss out on studying this important era as a result of the changeover from previous curriculum to the new one.

Year group	2014-15	2015-16
3	Changes in Britain from the Stone Age to the Iron Age (including the history of Arbury Banks, our local iron Age hill fort)	The Roman Empire and its impact on Britain (including studying local Roman sites and remains)
4	The Roman Empire and its impact on Britain (including studying local Roman sites and remains)	The Roman Empire and its impact on Britain (including studying local Roman sites and remains)
5	The Roman Empire and its impact on Britain (including studying local Roman sites and remains)	Britain's settlement by Anglo Saxons and Scots
6	The Viking and Anglo-Saxon struggle for the kingdom of England to 1066, linked to the visit made by these children to York in July 2014	The Viking and Anglo-Saxon struggle for the kingdom of England to 1066.

It will not always be possible to teach British history entirely chronologically because of mixed age classes. For example, the children who will be in Year 4 in 2016-17 will need to study the Stone Age to Iron Age topic then, after having studied the Romans. Children have never found it difficult to learn about historical periods in a non - chronological way previously, as every history topic always includes opportunities to fit their new learning into the chronology and context of what they already know about the past.

Early Years

In the Foundation Stage, history forms part of the Understanding of the World strand of the Early Years curriculum. Children's sense of time is developed through practical experience, for example by handling and talking about old objects, by talking about their own past and to older people about their past lives, by visiting old buildings around the village, including the museum. The children are also encouraged to use their imagination to explore the past, for example through role play in a home corner transformed into Robin Hood's den, and through listening to stories set in the past.

Teaching and learning

Children learn best in history when they are:

- exposed to a wide range of historical sources and experiences, including our rich local environment; visits to buildings and sites of historical interest further afield; visitors; genuine or replica artefacts; photographs, pictures, film, and documents; information books; ICT sources
- able to engage their imagination in exploring the past, for example by taking part in 'living history' experiences, in role play and drama, in telling and hearing historical stories and in using ICT simulations.
- actively involved in historical enquiry by asking questions, investigating evidence and discussing their findings. Teachers encourage enquiries, using questions such as:
What was it like? Why did it happen? How did things change? How do we know?
- encouraged to make links across and between historical periods, and develop their sense of chronology, for example by starting every history unit by building a timeline of historical events and figures that children have heard about, and placing their new learning in a chronological context.
- given a wide variety of activities to investigate history and communicate their understanding. Children present their work in a variety of ways matched to their age and ability and the type of work they are undertaking e.g. in topic books and folders, through talk and spoken presentations, drama, pictures and models, through writing of different types such as stories, poetry, newspapers, reports, and letters. Children are encouraged to use ICT in communicating their findings as well as in enquiry.
- given opportunities to develop independent research and study skills using secondary sources, including books, pictures, photographs, historical documents and ICT.

Resources for teaching history

A wide range of resources is used in the teaching of history. Each topic is supported by resource files, boxes of artefacts (including replicas), documents, photopacks and posters, which are stored in the staff study. Substantial use is made of the local environment, as well as historic sites and museums further afield. There are a large number of history books in the school library as well as in classroom collections, and we make extensive use of online resources.