



Showing our love through kindness, determination and curiosity; strengthening ourselves and our community.

History Subject Statement

Intent

The History curriculum at Long Wittenham CE Primary school is built around the concept of building children's chronological understanding and historical enquiry skills as well as supporting them to develop a sense of their place within an everchanging world and understand how events in the past have shaped the lives we lead today. In alignment with our core values of kindness, curiosity, and determination, we aim to develop children as historians who critically assess the events of the past and develop an understanding of how we as a society can learn from the successes and failures of our predecessors. Our history curriculum is designed to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The core declarative and disciplinary (procedural) knowledge, as well as subject specific vocabulary, that will be taught at each stage has been outlined with these overarching principles in mind.

Implementation

In the Early Years Foundation Stage (EYFS), history is taught within the programme of study for knowledge and understanding the world, specifically the past and present strand. The curriculum sets out two key areas of thinking for the children; building chronology by looking at changes over time, including changes in their own lives, and making comparisons between time periods by comparing them with their own personal experiences. These themes are repeated across a number of topic areas throughout the year to build knowledge over time and to allow for concepts to be revisited. Areas of study are also chosen to provide children with the foundational knowledge that they will need as they move into KS1 e.g. knowledge of London including key landmarks and an awareness of the monarchy in Great Britain to support the teaching of the great fire of London and the gun powder plot.

In Key Stage One (KS1), children will study significant events in British history (The gun powder plot and The great fire of London), the lives of significant people in history (Rosa Parks, Emily Davison, Queen Victoria and Queen Elizabeth II) as well as units that allow children to build up an understanding of chronology by looking at changes over time (Toys and Castles). The areas of study are chosen to provide children with the foundational knowledge that they will need as they move into KS2 e.g. an exploration of life of Rosa Parks to support the Black and British unit as well as the exploration of the life of Queen Victoria to support a wider study of the Victorian Era in KS2.

In Key Stage Two (KS2), children will study time periods broadly in chronological order from the earliest time period to more recent events. This is to enable them to develop their sense of where events sit within a broader timeline of historical events. In lower key stage 2, they will gain a detailed understanding of early British history from the stone age to iron age, Roman Britain through to Anglo-Saxon, Scots and Vikings. They also begin to study elements of world history by looking at the ancient civilizations of Egypt and Rome. In upper key stage 2, several areas have been chosen to enable children to bring all of their knowledge together in units that span a longer time period. This enables them to make comparisons across time periods applying their knowledge from previous units. Children in KS2 also explore the impact

of historical events on the local area through their study of World War One and expansion of the railways which is studied as a turning point in history.

The History curriculum is delivered through weekly, subject specific lessons. Three units are completed each academic year on a two year rolling programme.

A unit of work in History will follow the following sequence:

- Elicitation task to ascertain children's prior knowledge and to identify any existing misconceptions.
- A series of lessons sequenced to introduce the key knowledge in a logical sequence as outlined in the knowledge organiser. Each lesson will address an element of the core declarative knowledge that has been outlined. Due to the nature of procedural knowledge, this will be built up over the sequence, across the year as well as throughout a key stage e.g. the skill of historical enquiry
- A review task designed to ascertain the aspects of the core knowledge that have been retained and that can be demonstrated through the task.

Historical enquiry

It is understood that before children can make judgements and form opinions about a time period or topic area, they must have first secured the core declarative knowledge necessary to make informed judgements. As such, the disciplinary knowledge needed to develop as a historian is woven throughout a unit of study once children have the prerequisite understanding to support their judgements.

Impact

The impact of our History curriculum will be seen through both ongoing formative assessment and through summative assessment as part of the review task at the end of each unit of study.

This will show that children can demonstrate:

- An understanding of the historical concepts and time periods studied
- Knowledge that is building over time and becoming more complex in nature
- The ability to make links and connections between different areas of study
- An understanding of a range of historical vocabulary which can be applied confidently
- The ability to pose questions, evaluate evidence and draw conclusions
- Demonstrate enthusiasm for the subject and can talk with confidence about history

There will be clear evidence that our children have shown progress and attainment in line with the National Curriculum.

This will be assessed through classroom discussions, written tasks, low-stakes quizzes and presentations to peers.