

## History

***‘We are not makers of history. We are made by history.’***

*Martin Luther King, Jr.*

***‘A generation which ignores history has no past and no future.’***

*Robert A Heinlein*

Blackawton Primary sits within the family of schools that make up Education South West where our purpose is to: ‘educate pupils so they can lead great lives’. By creating an environment of enquiry, the children are encouraged, not only to explore the past but to understand we are living in the result; the present. Topical and challenging themes, such as **equality**, **diversity** and the impact of humans on the **environment** and its **sustainability**, thread through teaching in this subject. As **Rights Respecting schools**, we will take every opportunity to support children’s reflections on their rights and discuss and compare with those of children in the past.

Our History curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all pupils:

- develop transformational knowledge and skills that take them beyond their experience.
- strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary.
- shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.

Our History curriculum incorporates fundamental historical knowledge, allowing pupils to build on a firm foundation in future years. We have mapped the core Knowledge that children need in this subject from the Early Years Foundation Stage through to Year 6 and beyond. It is through this thoughtful interlinking of knowledge that purposeful connections can be made to prior knowledge and support the transfer of this knowledge to long term memory.

The key components we use in all units of work in our curriculum – this is the **disciplinary knowledge**, it develops what historians do;

- **Chronology**: understanding the arrangement of events or dates in the order of their occurrence. This is to develop understanding of cause and consequence.
- **Cause and consequence**: understanding how one event or events can impact on, and lead to, others.
- **Continuity and change**: understanding how somethings stay the same while others change over time.
- **Similarity and difference**: understanding what we have in common with the past and what is different.
- **Interpretation**: understanding how a narrative can be influenced by the narrator’s bias, opinions, omissions, lack of knowledge and the mists of time.
- **Significance**: understanding that some events are considered important and have an impact on our lives today – the turning points of History.

**EYFS:** In the Early Years the pupils develop an awareness of their place in time and the fundamentals of chronology. They start using artefacts and other sources of historical evidence as a foundation for the future learning as well as a platform for the children to develop the procedural knowledge of being a historian. From this time on, children are exposed to, and encouraged to use, historical vocabulary.

**KS1:** In Key stage one we develop upon this and look in more depth at historical sources and their reliability. We look at how we can find out about events beyond living memory and start the process of understanding how events can be interpreted in different ways.

**KS2:** At the beginning of KS2, in Year 3, pupils further develop the concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future historical learning. When pupils study the series of invasions of the British Isles, for example, they will utilise their knowledge of movement of peoples and why they might choose to invade and settle. This knowledge and understanding supports their comprehension of why the British are a mixture of peoples who have come to these islands over time, which leads into further exploration of continuity and change in KS3 and beyond, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.

The disciplinary and procedural knowledge that underpins a subject is Key, we want pupils to think like a historian, therefore we plan and teach the disciplinary and procedural knowledge that allows pupils to demonstrate and explain their learning. In the case of our History curriculum, this means developing children’s ability to explain their learning in a factual way; orally, through presentations to the class and on paper through a recall of the things they have learnt or through a detailed writing piece at the end of a unit.

<u>Academic Year 2023/2024</u>					
	<u>EYFS</u> <u>All about me</u>	<u>Class 2</u> <u>Beyond living memory</u>	<u>Class 3</u> <u>Beyond living memory</u>	<u>Class 4</u> <u>Invaders and Settlers</u>	<u>Class 5</u> <u>The Modern World</u>
<b>Autumn</b>	All About Me	Significant individuals	Significant individuals	Roman Britain	Victorians
<b>Spring</b>	Build It	Stone Age	Stone Age	Anglo Saxons	The Maya
<b>Summer</b>	The owl who was afraid of the dark	Local History	Local History	Vikings	Local History/WW2

<u>Academic Year 2024/2025</u>					
	<u>EYFS</u> <u>All about me</u>	<u>Class 2</u> <u>The beginnings of history</u>	<u>Class 3</u> <u>Comparing Ancient kingdoms</u>	<u>Class 4</u> <u>Empire and Society</u>	<u>Class 5</u> <u>Empire and Society</u>
<b>Autumn</b>	All about Me	Great Fire of London	Egyptians	Elizabethans	Elizabethans
<b>Spring</b>	Build It	Significant Individuals	Ancient Greece	Journeys	Journeys
<b>Summer</b>	The owl who was afraid of the dark	Local History	Shang/Benin	Memorials	Memorials