



Hockliffe Lower School

History Curriculum Statement

Intent

We believe that through history education our children should have the opportunity to gain knowledge and understanding of Britain’s past and that of the wider world. They should be inspired to develop a curiosity about the past and be taught the skills of historical enquiry so that they question, think critically and make judgements on actions and events in the past and the influence these have had on peoples’ lives today.

Implementation

History in the Early Years Foundation Stage

Understanding the World – Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and through storytelling.

The themes covered on the 2 year rolling programme provide opportunities to begin to explore things such as toys, vehicles, travel, farming and growing food in the past.

	Autumn	Spring	Summer
Year A	Ourselves Christmas and Celebrations	Clothes Up in the Air and Under the Ground	On the Farm Water
Year B	Houses and Homes Christmas and Celebrations	Toys People at Work	In the Garden Animals from Other Lands

Key Stage 1 and 2

The school follows the content of the 2014 National Curriculum for History for Key stage 1 and 2. There are 4 areas of learning in History...

- Chronological Understanding
- Historical Enquiry
- Historical Interpretation
- Understanding events. People and Changes

As the children are in vertically grouped classes there is a two year rolling programme of themes in the long term planning for each key stage, historical knowledge is taught in either of the years and skills are taught alongside each other so children can access them at a level which is appropriate for their age and development.

There is a local agreement between lower and middle schools to ensure that curriculum content in History is not repeated when children transfer to middle school into Upper Key Stage 2.

These are the historical themes for each Key Stage

Key Stage 1

	Autumn	Spring	Summer
Year A	Victorian Seaside The Gunpowder Plot	British Castles	Exploration- lives of significant explorers
Year B	Homes through Time	The Invention of the Steam train The History of Flight	The Life of Roald Dahl

Key Stage 2

	Autumn	Spring	Summer
Year A	Invaders and Settlers – Anglo-Saxons	Ancient Egypt	World War 2
Year B	Stone age to Iron Age	Ancient Romans	Tribes of the Rainforests

Extended Learning for History – there are many opportunities for children to revise, extend and apply the knowledge and skills they learn in History within the curriculum, e.g. Culture Week, shared learning tasks like inventors and inventions, school trips to museums, sites of historical interest and art galleries. Cross curricular learning is also used to teach History, particularly linking with fiction and non-fiction books in English.

Impact

- To develop an awareness of the past and an ability to use the words and phrases relating to the passing of time
- To learn about and describe changes within living memory
- To learn about events beyond living memory that are significant nationally or globally

- To learn about the lives of significant individuals in the past who have contributed to national and international achievement
- To learn about the history of our village, events and significant people who lived there
- To learn what past societies were like in Britain and other countries in the world and to understand how their culture and beliefs influenced their actions
- To identify and describe the similarities and differences between ways of life in different periods of history
- To develop a knowledge of chronology within which they can organise their understanding of the past
- To distinguish between historical facts and the interpretation of those facts
- To research and interpret different primary and secondary sources which provide information about the past
- To ask and answer questions about people, events and aspects of life in the past and begin to make judgements about changes and causes based on the evidence they have found

Assessment

On- going assessment of children's attainment of specific objectives are made during lessons using questioning, children's self-assessment and work scrutiny as evidence. Various strategies are used to collect information which shows where children are in their historical understanding at the beginning of a unit of work and then where they are at the end. Photographic evidence of children learning in history is also used.