



'Let your light shine' Matthew 5:16

History Curriculum Purpose and Rationale



'At Hawkesley, we say to our children to *'let your light shine.'* (Matthew 5:16). In order to do this, we provide a knowledge rich curriculum. The bible says, 'For wisdom is better than rubies...' Proverb 8:11. We believe that through the accumulation and application of knowledge, children are equipped to experience, *'life in all its fullness'* (John 10:10). '

Taken from the Hawkesley Curriculum Vision Statement



Curriculum Purpose: Why study History?

Why do learners at Hawkesley Church Primary Academy need to study History?

At Hawkesley Church Primary Academy, we believe that History stimulates children's interest and understanding of the lives of people who have lived in the past and how this will shape our future. History also helps children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups as well as their own identity and challenges of their time. We aim to build on children's knowledge so that children leave with a coherent knowledge and understanding of Britain's past and that of the wider world. We teach children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective and reliability. Children have access to a wide range of resources to aid them in their discovery, and opportunities across the curriculum to present, test and evaluate their historical knowledge. Our vision is that children will be confident, creative and independent learners who delve deeper and make connections to the past and the world which they live in now.

What are the aims for the History curriculum?

(i.e. what do we want learners to be able to know and do by the time they leave Hawkesley Church Primary Academy?)

- To develop an interest in and curiosity about the past
- To appreciate human achievement and aspirations
- To develop an awareness of the values of different societies from the past
- To contribute to the understanding of other cultures and countries
- To learn about the major issues of the past and how they have affected the present
- To develop the concept of change over time
- To encourage enquiry and varied methods of communication
- To explore artefacts and other historical resources such as pictures
- To use chronological terms with understanding, recognising similarities and differences



National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Which values underpin the curriculum content?

Community – pupils ask and answer questions about a range of countries and communities around the world.

Respect – pupils to have a respect for a range of cultures across history.

Compassion – pupils become compassionate historians who talk about historical events sensitively.

How are British Values taught from History?

By looking at the achievements of famous British people, pupils develop an awareness of how they have influenced and shaped the country in which we live. These values are also encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.



Which links to careers can be made within the History curriculum?

- Archivist
- Archaeologist
- Art historian
- Conservation officer
- Genealogist
- Heritage manager
- Historic buildings inspector
- History teacher
- Museum curator
- Museum education officer
- Professional historian
- University history lecturer

Curriculum Rationale: Why study History in this way?

Why has the specific knowledge been selected?

Pupils in Key Stage 1 study historical topics that allow them to gain a fundamental understanding that the passing of time creates history. Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They experience a wide vocabulary of everyday historical terms. They are encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They are taught to understand some of the ways in which we find out about the past and identify different ways in which it is represented. In Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They are taught to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They are given opportunities to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

The curriculum has been selected to provide a clear vehicle for the teaching of historical knowledge and skills. Each thread within the history curriculum builds up over time and opportunities to retrieve knowledge, as well as comparing what was happening historically internationally are planned into the



curriculum. For example, in Key Stage 1, children develop knowledge of what history is and the concept of history 'within' and 'beyond' living memory. This then scaffolds into Key Stage 2, where children learn about chronology (stone age to 1066), events post 1066, ancient history, civilisation 1000 years ago, a local study and historical enquiry skills and the relationship and influence between them.

Why is it taught in the order that it is?

Children begin in Year 1, by gaining the knowledge of what history is through the concept of within living memory. In Year 2, children build on this knowledge by learning about events beyond living memory such as The Great Fire of London. They are also given opportunities to learn about local history and significant people across Key Stage 1. In Key Stage 2, British history is then taught chronologically. History from across the world is then taught and linked to other times from British history for the study of comparison and influence it had on British society both in the past and today. For example, the Maya Civilization which is taught in Year 5.

How are History lessons delivered at Hawkesley?

History lessons are taught weekly by the class teacher. As history is taught in each half term, more time has been given for the coverage of units of study to allow for a greater depth of understanding. Each lesson begins by focusing on and re-capping prior learning to support the children in retaining their knowledge and understanding. At the end of each lesson children are also given the opportunity to answer a question about what they have learnt to support them to reflect on their learning and for practitioners to assess each child's next steps before completing their end of unit assessment.

What is the impact?

We ensure that children at our school are equipped with historical skills and knowledge so that children are able to talk about events that have happened in the past, but more importantly, how these have impacted Britain and the world as we know it today.

History Curriculum Aims (end-points)

What are the aims, end-points, of specific stages of the curriculum?



EYFS

The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for History.

The most relevant early years outcomes for History are taken from the following areas of learning:

• Understanding the World

History			
30-50 Months	Understanding the World	People and Communities	<ul style="list-style-type: none">• To show interest in the lives of people who are familiar to them.• To remember and talk about significant events in their own experiences.• To recognise and describe special times or events for family or friends.• To show interest in different occupations and ways of life.• To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none">• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.• To talk about some of the things they have observed, such as plants, animals, natural and found objects.



			<ul style="list-style-type: none"> • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study



- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300