

**Curriculum INTENT: History**

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10 Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities. **'Be kind, never give up and work together.'**



**Love:** To love ourselves and one another alongside developing a deep-rooted love for learning.



**Courage:** Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



**Fellowship:** In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

At Chawton CE Primary School, we are historians! We aim to inspire curiosity and enthusiasm to find out more about our past by delivering an exciting and engaging history curriculum. We want our children to love history, to have no limits to what their ambitions are and to grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is to stimulate all children's interest and provide a deep understanding about the lives of people who lived in the past. By utilising our local area, which is rich in history, and with visits to other historical sites, we ensure that children experience history first hand. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. Learning history will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history to gain an understanding of historical development in the wider world. Our teaching will enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of our time.

<b>Love</b> 'Let all that you do be done in love.' 1 Corinthians 16:14		<b>Courage</b> 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		<b>Fellowship</b> 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
<b>Creativity</b>	<b>Reflection</b>	<b>Perseverance</b>	<b>Enquiry</b>	<b>Collaboration</b>	<b>Connection</b>
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

**Curriculum IMPLEMENTATION**

The overarching aim for history in the National Curriculum is to provide a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our Learning Quest approach ensures that history is integrated into all learning and it is often the driving force for learning in other curricular areas. Our curriculum closely follows the aims of the 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.

The Early Years Foundation Stage curriculum supports children's understanding of history through the planning and teaching of 'Understanding the World'. The aims are that all children will be able to:

- make sense of their physical world and their community.
- Increase their knowledge and sense of the world around them through visits to the local parks, libraries and museums
- listen to stories, non-fiction, rhymes and poems
- foster an understanding of our culturally, socially, technologically and ecologically diverse world.

<p style="text-align: center;"><b>Planning</b></p> <p>In Key Stage 1 and 2, learning objectives are taken from the National Curriculum and are delivered in the form of Learning Quests. This approach to planning ensures children see the links between history and other areas of their learning. Children’s curiosity is sparked with key questions, such as <i>‘What did the Tudors do for us?’ ‘What was it like to live in a castle?’ ‘Where does the road lead?’ ‘What was life like as an evacuee?’</i></p> <p>To drive each quest, teachers plan trips and activities such as role-play and drama, and use a variety of books, stories, film, artefacts, internet, to make history come alive. Children are exposed to progressive, key vocabulary with the use of knowledge organisers, which are referred to throughout each learning quest, and are used to support the assessment of each child’s progress.</p> <p>In EYFS, history is planned following the interests of the children as much as possible, looking for opportunities to discuss the passage of time and the past. The daily calendar offers an ongoing opportunity to discuss the passage of time and seasonal changes.</p>	<p style="text-align: center;"><b>Chronology</b></p> <p>In Key Stage 1, children develop an awareness of the past, using common words and phrases relating to the passing of time, such as “before I was born,” progressing to words to describe periods of time eg AD, Tudor. They 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.</p> <p>In Key Stage 2, children 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.</p> <p>In EYFS, children understand the past through settings, characters and events encountered in books read in class and storytelling. They compare and contrast characters from stories, including figures from the past. Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p style="text-align: center;"><b>Knowledge and Interpretations of History</b></p> <p>In Key Stage 1, children use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In Key Stage 2, children make connections, contrasts and trends over time and develop the appropriate use of historical terms. They address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. By the end of Year 6, children will understand how our knowledge of the past is constructed from a range of sources.</p> <p>In EYFS, children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, <i>‘What do you think?’ ‘Tell me more about?’ ‘What will happen if...?’ ‘What else could we try?’ ‘What could it be used for?’</i> and <i>‘How might it work?’</i> Use of language relating to time is used in daily routines and conversations with children for example, <i>‘yesterday’, ‘old’, ‘past’, ‘now’ and ‘then’.</i></p>
<p style="text-align: center;"><b>Historical Enquiry</b></p> <p>Children learn to ask and answer questions and use a variety of sources, primary and secondary, including artefacts, diaries and biographies. First-hand experience, such as looking at artefacts, visiting archaeological sites and other trips are used as much as possible.</p> <p>As they progress through the school, they consider possible bias by writers of secondary sources and propaganda.</p>	<p style="text-align: center;"><b>Outdoor Learning</b></p> <p>Children will discuss changes over time in the village and local area when participating in outdoor learning. They will become familiar with the key historical sites in Chawton: The Jane Austen House, Chawton House Library, St Nicholas Church and Chawton Village Hall War Memorial as well as Chawton School itself, and the key people who lived there. They will also have the opportunities to discover and find out about surrounding areas, such as Alresford, Alton, Winchester and the Watercress Line. In learning outdoors all year round, children will also learn about and consider the passage of time of the natural world throughout the school year.</p>	<p style="text-align: center;"><b>Cross-curricular</b></p> <p>Through our Learning Quest approach, children will learn to understand the strong links between history and all other aspects of their learning – especially geography, music and art. They will refer to their historical knowledge in other areas and build up a rich general knowledge as a result.</p> <p style="text-align: center;"><b>Provision for SEND pupils</b></p> <p>When planning each learning quest, teachers provide suitable learning challenges, which respond to pupils’ diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils. Teachers ensure that they provide an inclusive learning environment; a history curriculum which includes multi-sensory approaches, and where necessary, children have access to additional adults and resources to support with this.</p>

**Curriculum IMPACT**

As a result, we have a community of enthusiastic historians who enjoy talking about and history and have a thirst to know more. They will have a thorough knowledge of the historical themes taught and will be able to link this learning to other areas of the curriculum. Through critical analysis, by the end of Key Stage 2, they will be able to use lessons from history to make an impact in their own lives. Our inter-disciplinary approach to the curriculum leads to good progress over time across the key stages, relative to a child’s individual starting point and their progression of skills. This can be seen in a range of ways: including through pupil voice, school and home learning and through teacher assessment.