

## St Luke's Halsall - History Curriculum

### INTENT

In St Luke's Halsall CE Primary School we inspire pupils' curiosity to know more about the past, developing knowledge and understanding of Britain's past and that of the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society.



The children are encouraged to become detectives and investigate various sources which enable them to compare, contrast and examine why things have changed. They are encouraged to be enquiring thinkers understanding cause and effect and links between past and modern times. We place emphasis on the six historical skills; **chronology, evidence and interpretation, cause and consequence, change and continuity, similarity and difference** and **historical significance**. We hope that by acquiring these historical skills, children will be able to think like historians. By learning the skills to uncover the past, we believe children will be able to make informed choices for the future.

We encourage first-hand experiences whenever possible, including trips, workshops and visits from experts, all of which contribute to the learning experience. We focus on helping children understand that historical events can be interpreted in different ways and children are encouraged to ask searching questions.

In **Key Stage 1** children will develop an awareness of the past. They will learn about significant individuals who have contributed to national and international achievements. Children will also learn about significant historical events within the local area. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant such as The Great Fire of London. For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.

In **Key Stage 2** children will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources. The intent in KS2 is that children can work in chronological order from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'World War 1'.

## **IMPLEMENTATION**

### **Teaching and Learning**

Our school uses a variety of teaching and learning styles in history lessons. Our aim in history lessons is to increase the children's knowledge, skills, and understanding and we employ a variety of teaching and learning approaches. Each class will display and refer to a timeline which will show the chronological order of their class history topics and those of the topics taught in previous classes to develop pupils' chronological understanding. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies including quality first teaching and support from peers or adults.

### **Assessment the Impact of Our History Curriculum**

Progression in History will be assessed through listening to children's responses and contributions to discussions and evaluating their written work.

### **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

### **Learning and Development - History in the Early Years**

St Luke's focuses on ensuring young children learn through play and exploration, with support for each individual. We encourage children to develop imagination, to get actively involved in learning and to make decisions. We make every attempt to develop children's creative and critical thinking, balancing the need for both the children and adults to lead the learning.