



## HISTORY SUBJECT STATEMENT

The school aims to ensure that all pupils:

- know and understand the history of the British Isles 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.

### EYFS

- In the Reception Class children start to learn about the differences between the present and the past in their lives and the lives of family members. This forms the 'People and Communities' strand of 'Understanding the World'

### Key Stage 1

- In **KS1**, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They 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.

**By the end of KS1**, pupils will have been 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
- 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 )
- significant historical events, people and places in their own locality

## Key Stage 2

During **KS2** pupils will build on the work begun at KS1, by the end of Year 6 they will have been taught about:

- changes in Britain from the Stone Age to the Iron Age (LKS2).
- the Roman Empire and its impact on Britain (LKS2).
- Britain's settlement by Anglo-Saxons and Scots (UKS2)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (UKS2)
- a local history study the local area in WWII (UKS2) Checkendon (Victorian) School (LSK1)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WWII (UKS2) Checkendon School (LSK1) Tudors (LSK1)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (LKS2) and The Shang Dynasty of Ancient China (UKS2)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (UKS2)
- a non-European society that provides contrasts with British history – Mayan civilization (LKS2).

### Agreed approach to teaching and learning:

- Long and medium term planning cycles are on a two yearly rotational basis in an attempt to ensure that pupils have complete coverage of the NC Programme of Study.
- When planning Learning Projects, attention is paid to providing pupils with learning experiences that provide a balance of knowledge and understanding appropriate to the key stage and a balanced range of perspectives: on the lives of people and societies (political, economic, technological, social, religious, cultural, aesthetic).
- Interactive activities undertaken by pupils include role play, interviews, interpreting images, workshops museum visits, handling artefacts. They have opportunities to ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Lessons provide opportunities for pupils to develop, apply and make progress within the wide range of historical skills and concepts eg chronology; change over time; social, cultural, religious and ethnic diversity; historical interpretation. Lesson plan formats link to SOLO<sup>1</sup> stages.
- History contributes to learning about societies in the past and now. Lessons are planned so that a range of multicultural opinion is represented and women and minority groups in past and present societies are accurately portrayed. Co-operative work will be included to enhance social skills.

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<sup>1</sup> SOLO stands for "structure of the observed learning outcome". It is an approach designed by educational psychologists John Biggs and Kevin Collis to scaffold higher-order thinking for pupils.

