



History

Curriculum Intent, Implementation and Impact Statement



Intent

In line with the 2014 National Curriculum for History, our aim is to provide high-quality teaching of history which equips children to develop comparisons between the past and present day, allowing them to understand how society has been shaped over time. The curriculum will teach children key information about historical events, different eras in time and the impact these have had on our lives. Learners will be exposed to a range of exciting, dynamic lessons with the aim to develop their interest in history and allow them to explore the curriculum in a range of ways. At the heart of these lessons, the children will be taught to think critically, ask a range of questions and develop their own opinions and judgments.

By the time they leave King David School, children will have gained key knowledge and skills in the six main areas of the history curriculum: understand the history of Britain (as a coherent, chronological narrative) and the impact this has had on the wider world, to understand significant aspects of the wider world (including ancient civilisations), to gain and deploy a historically grounded understanding of abstract terms, understand a range of historical concepts (including but not exclusively; change, cause and consequence), to understand different methods of historical enquiry and to gain historical perspective by making links between historical events and present day. The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Opportunities are sought throughout the curriculum of history to support and promote the ethos of the school, living up to our motto of “Where Stars Shine”, and meeting the Mission and Vision Statements through the Golden Threads.

Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age; this could include Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain; this could include successful invasion by Claudius and conquest, including Hadrian's Wall and British resistance, for example, Boudica.

Britain's settlement by Anglo-Saxons and Scots; this could include Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; this could include Viking raids and invasion and resistance by Alfred the Great and Athelstan, first king of England.

A local history study; this could include a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; this could include the changing power of monarchs using case studies such as John, Anne and Victoria.

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.

Implementation

At King David School, history is taught using a thematic curriculum approach. This ensures children are able to develop depth in their knowledge and skills within a relatable context. Teachers make appropriate use of published schemes, such as PlanBee and Twinkl, as well as high quality, relatable units developed by the school staff.

Key skills are mapped across each topic and year group to ensure systematic progression and coverage of all elements from the National Curriculum. The children are taught using a range of physical artefacts, information taken from a range of sources and where possible, out of school experience. The children build on the knowledge taught throughout their education to establish a balanced understanding of chronological events, local history and its impact on the wider world.

Year group	Topics
EYFS	<ul style="list-style-type: none">• Understanding change and growth over time.
Year 1	<ul style="list-style-type: none">• Historical enquiry:• Toys; including comparisons between our lives and the past.• Castles; focusing on using different sources to find information about the past.• The Victorians- significant people from the past.
Year 2	<ul style="list-style-type: none">• Events beyond living memory which are significant- Rags to riches (focusing on the Great Fire of London)• Real life superheroes (significant people)
Year 3	<ul style="list-style-type: none">• The Vikings• Local History (a street through time)• Ancient Egyptians
Year 4	<ul style="list-style-type: none">• Tudors• Romans• Anglo-Saxons• Industrialisation of Birmingham (canals)
Year 5	<ul style="list-style-type: none">• World War 2 and its impact on British life (Who were the real heroes? / Rationing, Reuse and Rebuild)• Ancient Greece (Teamwork in Ancient Times)
Year 6	<ul style="list-style-type: none">• Changes through the ages (Titanic)• The Holocaust• Crime and punishment throughout the ages. Romans, Anglo-Saxons, Tudors, Highwaymen, Victorians, Modern Day• Benin

Impact

Our approach to the curriculum results in a fun, engaging, and high-quality history education. We are in the process of developing our monitoring across the subjects of the National Curriculum, moving towards measuring the impact of the curriculum through triangulation of outcomes: pupil voice, assessment and recording of achievement against the Key Skills, planning, monitoring of books, saved work and displays, lesson learning walks, discussions with teaching staff, pupils and parents. Pupils' achievement is recorded against the Key Skills and a summative grade given at the end of the academic year, which is shared with the parents in pupil reports. Comparisons are made between a cohort's progress in the subject over time and also between different cohorts' achievement against the Key Skills, and this is used to inform planning and the provision of resources. The Key Skills for History are available in a separate document.