



Tonacliffe Primary School History Curriculum Statement 2022-2023

Our History Curriculum	
	<p><i>History inspires children’s curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world. It is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children’s curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.</i></p>
Intent	
	<p>History at Tonacliffe is exciting, engaging and fun. It is our intent to provide all children with a broad and balanced curriculum. Our programme of study is designed to help equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History will help pupils to 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 their time. This will be implemented by creating a curriculum which is bespoke to our school and our children.</p>
Skills:	Early Years Foundation Stage
	<p>Characteristics of Effective Learning: Playing and Exploring- children investigate and experience things and ‘have a go’. Active Learning- children concentrate and keep on trying if they encounter difficulties and enjoy achievements. Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things</p> <p>Key skills are listed in the Development Matters (2021).</p> <p>By the end of their nursery year, we want our children to be able to:</p> <ul style="list-style-type: none"> ➤ Developing sense of their own life-story and family history. ➤ Be interested in different occupations. <p>By the end of their reception year, we want our children to be able to:</p> <ul style="list-style-type: none"> ➤ Talk about members of their immediate family and community. ➤ Name and describe people who are familiar to them. ➤ Comment on images of familiar situations in the past. ➤ Compare and contrast characters from stories, including figures from the past.



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	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<p>Enquiry, Interpretation and Using Sources:</p> <ul style="list-style-type: none"> ➤ Make simple observations about different people, events, beliefs and communities ➤ Use sources to answer simple questions about the past e.g. which object is older? How do we know? ➤ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past ➤ Consider why things may change over time ➤ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different...?’ ➤ Identify some of the basic ways the past can be represented e.g. through pictures ➤ Choose parts of stories and other sources to show what they know about significant people and events <p>Communication:</p>	<p>Enquiry, Interpretation and Using Sources:</p> <ul style="list-style-type: none"> ➤ Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did...?’ ‘Why were...?’ ‘What was important...?’ ➤ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence ➤ Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about...?’ ➤ Recognise that different versions of past events may exist. ➤ Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects...?’ ➤ Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. 	<p>Enquiry, Interpretation and Using Sources:</p> <ul style="list-style-type: none"> ➤ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ➤ Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, ‘How did life change...?’ ‘Why do we remember...?’ ‘Why do people disagree...?’ ➤ Recognise how our knowledge of the past is constructed from a range of different sources ➤ Give some reasons for contrasting arguments and interpretations of the past. Ask, ‘Why have different stories been told about...?’ ➤ Describe the results of historical events, situations and changes e.g. the impact on people’s lives ➤ Evaluate sources and make inferences ➤ Choose relevant sources of evidence to support particular lines of enquiry



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	<ul style="list-style-type: none"> ➤ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ➤ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ➤ Describe special or significant events in their own lives ➤ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ➤ Retell simple stories about people and events from the past ➤ Talk about who/what was significant/important in a simple historical account 	<ul style="list-style-type: none"> ➤ Identify historically significant people and events in different situations <p>Communication:</p> <ul style="list-style-type: none"> ➤ Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. ➤ Discuss some of the connections between local, regional, national and international history ➤ Talk and write about historical events and changes by selecting and organising historical information and dates ➤ Discuss historical issues and changes ➤ Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. ➤ Communicate historical findings through a range of methods including the use of ICT, maps and timelines ➤ Produce own accounts that make some connections and describe some contrasts 	<ul style="list-style-type: none"> ➤ Recognise that some events, people and changes are judged as more historically significant than others <p>Communication:</p> <ul style="list-style-type: none"> ➤ Describe and explain significant aspects of non-European societies as well as settlements in Britain ➤ Discuss how Britain has influenced and been influenced by the wider world ➤ Describe aspects of cultural, economic, military, political, religious and social history ➤ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. ➤ Discuss and debate historical issues acknowledging contrasting evidence and opinions ➤ Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society ➤ Choose the most appropriate way of communicating historical findings
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			<p>including the use of ICT, maps and timelines</p> <ul style="list-style-type: none"> ➤ Produce structured work that makes connections, provides contrasting evidence and analyses trends
Implementation			
	<p>Learning is organised in a two-year cycle, with three themes in KS1 and two themes in KS2 within each cycle. This cycle of work encompasses all aspects of the National Curriculum for history. History is closely linked to other subjects through careful planning of cross-curricular links. We ensure continuity and progression in our history curriculum using direct teaching and practical activities.</p> <p>In the Early Years Foundation Stage (EYFS) we teach history as an integral part of the Understanding the World work covered during the year. We do not create a static long-term plan for history. Our planning is done on a weekly basis, which reflects children’s interests and learning development needs. We provide a bespoke curriculum which is tailored to our children’s specific learning requirements. The learning and development of history is implemented through a mix of adult-led and child-initiated activities. We relate the history side of the children’s work to the objectives set out in the EYFS. We develop children’s historical knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Curiosity Corners are used to support and develop children’s enquiry skills. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.</p> <p>In KS1 pupils will 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.</p> <p>In KS2 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, significance, similarities and differences. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reason for this.</p>		
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	<p>History is shared through a variety of means and a positive relationship fostered with home, school and the wider community. Through a broad and balanced curriculum within history, pupils are able to 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. What they learn influences their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they research, sift through evidence, and argue for their point of view – skills that are prized in adult life.</p>
Written 16.11.21 Reviewed 31.8.22 Heather Beninson	