History at St Dunstan's



The National Curriculum describes a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils with the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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.

Aims

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

<u>Intent</u>

Through the history curriculum at St Dunstan's, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how the local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians and archaeologists. The children are also encouraged to pose their own historical questions. We investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. British Values are woven into the history curriculum promoting values such as Mutual Respect, Tolerance and Individual Liberty. Themed days, visitors and school visits are used within the history curriculum to develop a deeper understanding of the time periods studied and to inspire the children so that they have a lifelong love of history.

Implementation

- History is taught through the Cornerstones topic, focusing on the knowledge and skills stated in the National Curriculum. History is taught with cross-curricular links to other subject areas made wherever possible e.g. links to the English text, art topic or science unit of work.
- To ensure high standards of teaching and learning in history, we implement Cornerstones Scheme of Work which provides a curriculum that is progressive throughout the whole school.
- Cornerstones enables teachers to deliver balanced coverage of topics and themes across key stages and provides consistency across year groups, phases and key stages.
- Each classroom is home to a topic display reflecting elements of the humanities units of work across a term.
- Key vocabulary is introduced to children within the unit of work and topic homework is set once a half term to introduce new terminology and concepts.
- In order to develop writing across the curriculum, teachers plan an extended piece of writing (The Write Stuff) for each unit of work which coincides with the Cornerstones topic. As well as being an opportunity to consolidate writing skills and reapply them in an alternative and more independent context, this type of activity also allows the children to put themselves in the shoes of the historical characters they are learning about and approach their learning from a different perspective.
- At St Dunstan's we recognise that visitors and guest speakers; local visits; trips and outdoor learning support children's understanding, help to make greater connections for them and brings history to life and so try to build these opportunities into topics.
- Children explore topics in our well-resourced library of books and research online in our Computing suite to gather evidence from a range of sources to further support their learning.

Impact

- Children at St Dunstan's are passionate about history and enjoy learning about people and their lives. They speak confidently and in detail about periods in history and historical figures.
- Outcomes in books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.
- Children's vocabulary is continually being expanded and embedded, giving them more confidence to tackle new ideas and dig deeper.
- Our children are curious, like to ask questions and empathise deeply with others; relating the lives of others to their own Christian values.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Ν	Understanding the World								
	Families Christmas - baby then and now. Past events shared through show and tell Birthdays - how old/then and now?								
R	Understanding the World	Understanding the World	Understanding the World	Understandin g the World	Understanding the World	Understandin g the World			
	All about me (families, holidays,	Christmas - toys of the past.		Dragons and Castles	Caterpillars	Are eggs alive?			

Topics taught across each year group

1	getting older, birthdays-months of the year, sequencing/timeline/g etting dressed/getting older, homes) Memory Box	Bright Lights, Big City (discrete- The Great Fire of London)	Dinosaurs(long ago, Mary Anning) No focus	(Stories from long ago, features of castles, sequencing) No focus	(sequencing - now, next, then) No Focus	(Farming now and then) Superheroe S (discrete - learn about significant individuals in the past-real life
2	Street Detective	Land Ahoy (discrete - events beyond living memory, significant individuals in the past who have contributed to national and international achievements, historical enquiry- a pirates life)	Towers, Tunnels and Turrets	No focus	No focus	superheroes) Coastline (discrete - learn about and describe the impact of significant individuals in the past)
3	No focus	Tribal Tales	No focus	Ancient Egypt	No focus	Gods and Mortals
4	I am Warrior	Misty Mountain, Winding River (discrete - significant individuals in the past who have contributed to national and international achievements)	No focus	Traders and Raiders	Road Trip USA (discrete -create a profile of a significant leader)	Blue Abyss (discrete - HMS Challenger, significant individuals in the past who have contributed to national and international achievements)
5	Peasants, Princes and Pestilence	Stargazers (discrete - explain why an aspect of world history is significant)	No focus	Off with her Head	Time Traveller (discrete - an aspect of everyday life that changed over 200 years)	No focus
6	Tomorrow's World (discrete - history of computing)	A Child's War	Frozen Kingdom (discrete- polar exploration, historical enquiry - The Titanic)	ID (discrete - significant historical individuals)	Hola Mexico!	No focus