

**January 2021**

**History Curriculum Intent:**

Our History curriculum includes termly topics for all children from Year 1 to Year 6 and our school planning ensures continuity and progression within the subject and ensures that there is no unnecessary duplication or omission. We aim to offer 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. Also, to equip them with an understanding of their (and the school's) local history. Our objective is to stimulate our children's curiosity to learn more about the past. To plan and deliver a history curriculum that is exciting, relevant and reflects our school demographic. This helps children to understand the complexity of people's lives, the process of change, the diversity of society and the relationships between different groups, as well as their own identity. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art. Use artefacts as a WOW to the start of a topic as well as throughout the topic. This will encourage the children to become history detectives by getting them to think about what the artefact is for, where it is from and how old it is. Artefacts help pupils to question and understand the past. Topics are informed by the national curriculum and are sensitive to the children's interests and where possible the context of our local area. For example, when studying the Victorian era, it is important that our children are educated about the presence of people from African descent who lived freely in Britain during that time, when studying The Romans, we look at the role of the African battalions, examining importance of the Cheddar Man and the significance of Caribbean heroes in WW2. We have a focus on Black Caribbean achievement within our school and our planning and teaching reflects this. The history curriculum at Leopold is planned so that learning is linked to previous learning and cross-curricular topics/themes help pupils to gain a coherent knowledge and understanding of the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children are encouraged to ask insightful questions and to develop an understanding of the chronology of history.

**Implementation:**

We teach history as part our humanities foundation subjects in weekly lessons alongside geography. The planning of humanity subjections is cross curricular and so this ensures further development and understanding of history so that children achieve depth in their learning. Within our planning, teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across each year group. We are collating knowledge organisers for each history topic to help inform planning. By the end of year 6, children will have a chronological understanding of the history of Britain from Stone Age to the present day. They will be able to draw comparisons and make connections between different periods of history and their own lives and

understand that different viewpoints can influence historical accounts. Interlinked with this are studies of world history, such as ancient civilisations in Egypt and Greece and the Mayans.

Cross-curricular outcomes in history are specifically planned for, with strong links between history and literacy enabling further contextual learning. DT and art lessons are also incorporated so that children can enjoy practical and creative experiences and learning opportunities. We encourage regular references to timelines and how topics fit together as well as a hands-on approach involving artefacts and outreach programmes where appropriate so as to bring history alive to our young learners. Use of local area and resources; local libraries, Brent Museum and loan boxes (historical artefacts) so that children can use and examine concrete resources where possible. Interactive workshops with British Museum (peek into Pre-History and Romans). Ensure that there is a history related trip for every year group and that children are aware of London's rich history. Planning is informed and aligned with NC. In addition, we have Collins Connected History scheme which has a variety of resources and schemes of work which support the NC and Collins Big Cat reading programme allows for additional history learning in guided reading sessions. Staff have access to Hamilton trust, and the school is a member of the Historical Association. We have artefacts/resources in the humanities cupboard which are organised into labelled boxes for each history topic as well as a wide variety of reference books.

### **Impact:**

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrates the children's acquisition of identified key knowledge. Children are asked to record what they have learnt comparative to their starting points. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understand of Britain's past and that of the wider world. Children are curious to know of their past and what life was like.

### **Planning and Resources:**

We have a long-term overview for each year group to ensure that a variety of history topics are planned for and children can build on their learning through KS1 and KS2.

Collins Connecting History have enquiries and resources for each year group and history topic which can support our planning. There are opportunities for cross-curricular links within our history topics.

Existing history resources are stored centrally in the Humanities cupboard and are organised into historical eras and topics. We have a wide selection for most history topics and are ensuring that we add to this so that we continually have exciting artefacts for the children to examine and consider. Bringing history to life in their classrooms. We keep these in a central store. Within the library and the classroom reading corners we have a good supply of history topic books to support children's individual research. We use Purple Mash as our ICT program which also incorporates resources and activities for history and other topic areas. We have used Imperial War Museum/ War Horse – loan box, we use Brent Museum loan boxes, interactive workshops with British Museum, visits to various museums and local library resources to support specific units of historical study. Each year group should incorporate at least one historical visit each academic year.

Leopold Primary School is a member of the Historical Association.

We have access to Hamilton Trust resources for history.

Class teachers are encouraged to have clear history displays and topic tables where possible with artefacts or images that are displayed and accessible for our children; this visual stimulus is also important in supporting the learning and enjoyment of SEN and EAL pupils.

Cross-curricular planning and weekly teaching of history ensure that children can enhance their knowledge of history.