

BEECHWOOD PRIMARY SCHOOL

STATEMENT OF INTENT FOR HISTORY 2023/4

Summary Statement

At Beechwood, the History curriculum is rooted in the school's underlying aims, ethos and values. It is carefully designed to equip our pupils with the knowledge, skills and vocabulary they need to understand and discuss the importance of the past to our society and the wider world, that will both prepare them for the next stage in their education and enable them to live successful lives in the future.

Aims

The Beechwood history curriculum aims to:

- ensure that all pupils develop a coherent knowledge and understanding of Britain's past as a chronological narrative, looking at how different groups of people have shaped Britain and how Britain has influenced and been influenced by the wider world;
- teach pupils to understand significant aspects of world history and the achievements of key early civilisations;
- equip children with the skills of historical enquiry including the ability to think critically, make valid judgements using historical vocabulary, and construct informed responses by selecting and organising information from a variety of sources;
- develop children's curiosity and an interest in finding out more about the past.

Key Concepts and Ideas

Key concepts and ideas that are revisited throughout school are:

Chronological Understanding; enabling children to explain the timeline of different periods of history and understand how they relate to each other.

Methods of Historical Enquiry; that our knowledge of the past is constructed from a range of primary and secondary sources.

Representation and Interpretation of the Past; to understand how different sources of historical evidence result in different interpretations and representations of the past.

Continuity and Change; enabling children to realise that different historical factors have led to temporary or permanent changes in societies.

Causes of Events and Consequences; to understand the reasons for, and results of, historical events, situations and changes.

Rationale for the order of teaching

EYFS – Children are provided with a wide range of experiences to help them make sense of their physical world and their community. This begins with what is known and understood by the children about past and present events in their own life and the lives of family members before their learning is extended further. They access areas of provision in order to explore the world around them and through careful interactions with practitioners this learning is supported and scaffolded to make connections between the familiar and the new.

Year 1 - Children begin to develop a sense of chronology as they consider their own past and use language related to their understanding of time. They are taught to understand changes within living memory and are introduced to some events beyond living memory that are significant locally, nationally or globally in order to begin developing a historical awareness of the wider world. In depth study takes them back to the time of their parents and grandparents, focusing mainly on their living memory.

Year 2 - Children's sense of chronology and historical awareness of the wider world is extended to Victorian times through the study of how holidays began and were different in the past. They use simple historical sources as they are taught about the lives of significant individuals from the past, including Nelson Mandela, Amelia Earhart and Neil Armstrong. They compare aspects of the lives of significant individuals in different periods while looking at ideas of equality, aspiration and determination. In depth study takes them back to the beginning of the Victorian period through the development of trains and seaside holidays.

Year 3 - Children's understanding of history and the past is widened significantly at the beginning of KS2 through the chronological teaching of the changes in Britain from before the Stone Age period to give them a coherent understanding of our narrative. In depth study ensures they analyse a range of sources to develop an understanding of the groups who have invaded, settled and altered Britain during this period to begin shaping what it is like today. A study of the civilization of Ancient Egypt provides a comparison as it focuses on what was happening in other areas of the world.

Year 4 - Now that children are developing an understanding of the historical development of Britain, an in depth study of Ancient Greece ensures children use a variety of sources to compare this society to Ancient Egypt, to become more aware of what was happening in Europe at this time. They build up further understanding of how elements like democracy from Ancient Greece have shaped the way we live today.

Year 5 - Children are able to study key periods of continuity and change in British history while also developing an understanding of what was happening in the wider world at this time. An in depth study of the development of Britain's Empire through the Victorian period and WW2 leads to an understanding of different ideologies that are represented differently depending on the sources used.

Year 6 - The teaching of history at the end of KS2 enables children to compare themes of British society – monarchy, civil war, democracy with what was happening in France during the French revolution. By investigating and interpreting a variety of representations of the past, children leave Beechwood with an in depth understanding of how our society is built on key events, changes and peoples, going back thousands of years. They have a chronological narrative to base discussion on and can use what they have learned to project what future societies could be like.

Relevance to School Curriculum Aims

An explicit development of pupils' creative skills

History is taught practically and creatively to ensure all children are immersed in the periods they are studying. Throughout each Thematic Study Unit children are given the opportunity and choice to show their learning using, ICT, art, drama and different presentational skills.

Learning is meaningful, relevant and enjoyable

Each TSU is developed around key visits locally or nationally or expert visitors to school to use first hand experiences, reconstructed sources, drama and a deep knowledge base to motivate children and develop their enthusiasm and understanding of the past.

A key role for research and enquiry

The Beechwood history curriculum is a key part of facilitating children's ability to research their own areas of interest. Through systematic teaching and interpreting of a variety of sources, children develop the skills they need to successfully enquire, carry out and communicate clearly to others in depth studies based on their own questions and ideas.

High quality teaching of core skills of English

Throughout each Thematic Study Unit there are consistent opportunities for the teaching of different genres of writing enabling children to explore historical concepts in depth.

An extended concept of curriculum provision

Learning about history takes place in a variety of contexts both locally and nationally. From Year One visiting Skipton Castle and Temple Newsam House to Year Five going on a residential to London to explore elements of World War Two and Year Six spending a week in Paris to study the French Revolution.

The development of social and emotional literacy

The teaching of history enables children to develop empathy for people in different times and places.