



Moor First School

History Curriculum

‘Together we unlock potential and learn for life’
2022/2023

Intent

At Moor First School we believe that children should benefit from an interesting, inspiring and inclusive History curriculum which enables them to develop a sense of curiosity about the past. Children will be given the opportunity to find out about events and people from both Britain and the wider world and in doing so will learn to make links between the present and the past and how the past has impacted upon and influenced life today.

History influences all aspects of our lives. It shapes the customs and beliefs of the community in which we belong. Learning about the past and the methods used to study it helps children to make sense of the world in which we live and to understand society and their place within it, so that they develop a sense of their cultural heritage. Through teaching history, we aim to help our children to understand the importance of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in history and explore how these values have developed over the course of time. Alongside imparting knowledge, social and cultural understanding, our history curriculum also allows children to develop the lifelong skills of enquiry, investigation, analysis and evaluation.

Implementation

The teaching of history at Moor First School is mostly done through termly topics. Specific topics are set out as part of our two year rolling programme, with each KS1 and LKS2 class covering three main topics which are history or geography based. Topics are chosen to fit with the areas prescribed by the national curriculum. During geography topics, history may be taught as a discrete lesson or covered through calendar or cultural events etc. History may be taught as a stand-alone lesson, or through a cross curricular approach.

In Key Stage 1, children develop an awareness of the past and are taught about how the people and events they study fit within a chronological framework. They identify similarities and differences between ways of life in different periods. Children develop their vocabulary

to use phrases relating to the passing of time and historical terms. They learn to recognise some of the ways in which we find out about the past and identify different ways in which it is represented, as well as asking and answering questions to demonstrate their understanding.

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will explore connections, contrasts and trends over time and develop the appropriate use of historical terms. They will address historical questions about change, cause, similarity and difference, and significance, constructing informed responses that involve thoughtful selection and organisation of relevant historical information. They will also ask their own historically valid questions. Children will use a range of different sources and come to understand that this is how our knowledge of the past is constructed.

The two year rolling programme for KS1/LKS2 is set out as follows:

Y1/2 – Cycle A: Marvellous Medics (Florence Nightingale/ Mary Seacole/ Edith Cavell), Oh we do like to be beside the seaside (Changes within living memory—seaside holidays)

Cycle B: The Wizard of Dribble (Sir Stanley Matthews - Local History), Fire! Fire! (The Great Fire of London)

Y2/3 – Cycle A: Blitzed Britain - World War 2, Regal Royals

Cycle B: There's a Victorian in my Village! (The Victorians + local history study), Raid, Invade and Stayed (Vikings and Anglo Saxons)

Y3/4 – Cycle A: Stone age rocks! Stone Age to Iron Age Britain (changes), Crime and Punishment

Cycle B: Ruthless Romans, Full Steam Ahead: Local History of the Industrial revolution, James Brindley and the first railways.

Children in the Foundation Stage are taught history through the area of learning – 'Understanding of the world'. History is mostly taught as part of an integrated class topic. Children are encouraged to talk about past and present events in their own lives, and in those of their families and other people they know and will begin to develop early historical skills. Historical aspects include: Transport, All creatures great and small, All about me, Celebrations and many others linked to half termly topics.

School assemblies regularly celebrate and commemorate historical figures and events outside of the areas covered in lessons, enabling children to understand the wider ranging impact that history has on life today. Educational visits and visitors to school give children the

opportunity to view historical buildings and artefacts that they may not otherwise be exposed to and have the added benefit of being able to learn from an expert in the relevant field.

Impact

Through history teaching at Moor First School, children will be encouraged to develop an interest in the past and an understanding that enables them to enjoy all that history has to offer.

Specifically, they will:

- Develop a sense of chronology and understanding of British, local and world history;
- Learn about significant people and events in British history and their significance on life today;
- Understand how things have changed over time and some of the causes and impact of those changes.
- Make links and identify similarities and differences between the present and the past, as well as between different periods of time;
- Gain knowledge and understanding of historical developments in the wider world and an understanding of other countries and cultures;
- Develop a greater understanding of society and the diversities within it;
- Develop a sense of their own cultural heritage;
- Understand and use vocabulary related to the passing of time;
- Learn to think as historians and use the skills of enquiry, investigation, analysis and evaluation;
- Ask historically relevant questions and be able to find out the answers for themselves;
- Learn about the past by using a range of historical sources, analysing and evaluating them and thinking about the different ways that they might interpret the information they are given;
- Participate in educational visits or listen to visitors in school to further the development of children's interest in history.