



## Curriculum Aims

### Subject – History



#### **Aims & Content of the History Curriculum at Mount Primary**

The aim of the History curriculum at Mount Primary School is to stimulate the children's curiosity and develop their understanding about the life of people who lived in the past, both in Britain and in the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Through this, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are more able to make good life choices today. In our school, History makes a significant contribution to citizenship education by teaching children how Britain has struggled through many invasions and changes, then developed its own modern democratic society.

At our school we teach children to:

- investigate and interpret the past through an enquiry based approach
- build an overview of world history
- have a sense of chronology
- communicate historical understanding to others

In the Foundation stage the History curriculum will introduce the children to the idea of being historians by encouraging the children to talk about their past experiences and their living memory. They will focus on asking and answering questions about how they themselves have changed. Following on from this, they will then develop skills to help them to organise and sequence ideas, feelings, objects and events from their own, and their family members' lives. This is a curriculum that young children will be interested in, have experience of, and can access at this early age. Their lessons will involve lots of oral work and time spent developing early vocabulary such as now, before then, past and present.

The year one curriculum begins by building on the Foundation stage prior learning and vocabulary with revisiting their own memories, family history, growth and change. After this, the children will learn about the history of Toys over a wider period of time thus allowing them to begin to develop the idea of chronology. They will begin to appreciate their local heritage by learning about the local toymaker, Frank Hornby. It is important for the children to develop a sense of community so they will also have the opportunity to learn about the history of the RNLI and its significance in our local area. Linked to this, they will learn about the inspirational female historical character, Grace Darling.

In year two, the children will continue to develop an understanding of their historical heritage when they study the history of Transport and Train line links. This will develop their knowledge of History across wider time frames and develop their sense of chronology. The children will learn about and appreciate the significant achievements of the train line developments that were made in their local area and the impact that this had on people at the time. Again, they will have the opportunity to study an inspirational character from History- George Stevenson - whose Rocket was trialed in Liverpool in 1829. Finally, they will build upon the year one Local unit (RNLI) by exploring a different aspect of their local area. This time they will learn about how the local seaside area has changed over different time periods; allowing them to explore the reasons for and the impact change has had in their community.

In years three and four children will further develop the skills they need to act and respond like a historian. They will study the Stone Age to Bronze Age unit with a specific focus on how tools changed and developed during this period of time. This focus allows the children to look at one aspect, in more than one period of time and with a greater depth of understanding across those periods, really examining artefacts and drawing conclusions about people's lives in the past. When studying the Roman Invasion, pupils can further develop their understanding the impact of change has on people's lives, as well as

understanding the concept of legacy. When studying the Egyptians, the children will focus on the importance of the River Nile and how it was utilised to improve lives; mirroring their own lives as they live next to the River Mersey. Finally, the children will learn about the legacy of Ancient Greek civilisation with a focus on law and the Olympics. It is important for our children to understand how our modern day lives have been influenced by Ancient Greek and Roman law.

In years five and six children will now be able to really utilise the vocabulary and skills that they have developed. When the children study Britain's settlement by Anglo-Saxons and Scots, they will revisit their knowledge about the Roman Invasion from year three and four. This then develops into the struggle between the Vikings, Anglo Saxons and Normans to rule Britain. They will learn that this was a very turbulent time period and this will give them the opportunity to note connections, contrasts and trends over time in Britain. Crime and Punishment is an exciting study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The children will deepen their knowledge about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods, allowing them to understand how our modern-day justice system has been influenced by the past. The next focus widens the cultural and world history knowledge of the children. They will learn about the ancient Islamic civilisation of Baghdad and how it became the centre of a trade network. They will build on previous learning about local transport developments from years one and two and link this to trade networks that extend from China to Ireland, and from Scandinavia to Sub-Saharan Africa. The final focus on the local area brings together the local history aspects that the children learnt from year one onwards and allows them to expand on their depth of knowledge. This unit will allow the children to demonstrate a secure sense of chronology and a sense of identity within their local historical heritage.

#### **How do you know children have learned that knowledge?**

The History curriculum map is a carefully designed tool which informs teachers of prior learning and new learning. Age appropriate knowledge, skills and vocabulary are planned into each year of the History curriculum to ensure progression. This knowledge will be evidenced in the children's History books. Also teachers are highly skilled at using questions and observations to make judgements about the knowledge that the children have gained in a lesson. These judgements are recorded as evidence on lesson evaluations.

#### **How the History curriculum caters for all learners**

At Mount Primary we recognise that children come to our school with a variety of needs and experiences. Each child has a right to have those needs recognised and met. Our History curriculum aims to give all children access by recognising those needs and differentiating teaching resources and practice. Class teachers ensure that they are fully aware of the needs of the children in their class. Planning ensures that prior learning is revisited; anticipates possible misconceptions and barriers to learning including gaps in knowledge through limited life experiences; indicates how support can be given; and includes further challenge tasks and questions that could be used to deepen the thinking of greater depth children. At our school, teachers are highly skilled at differentiating resources, scaffolding tasks, using talk and collaboration to support and challenge pupils in their History lessons.

#### **How does your content selection develop pupils' cultural capital?**

Making our children good citizens is at the heart of our History curriculum. Throughout the units taught there are many opportunities to explore British values. The importance of Democracy and The Rule of Law are reinforced through The Roman Invasion of Britain, Anglo-Saxons and Vikings, and in Crime and Punishment. In Key Stage one, there are many links made to PSHE and Individual Liberty such as exploring inspirational Historical figures and the choices that they made resulting in a positive effect on society; also the appreciation for the significant work that the RNLI does in our local community. Our geographical location is exciting as we can utilise this in our History curriculum. The children can take advantage of the fascinating history of the Wirral peninsula. We can visit many places that enhance our History curriculum:

- our local seaside area of New Brighton
- our local RNLI station
- Fort Perch Rock Museum with maritime and aviation based collections

- The Wirral Transport Museum and Heritage Tramway and The Liverpool Overhead Railway Museum
- The Museum of Liverpool life which has a Land Transport collection and a collection of Roman hoards discovered in Cheshire
- The Liverpool World Museum which has a Roman collection, an Ancient Greek collection, an Anglo-Saxon collection, a display of Stone Age tools and an Ancient Egyptian collection
- The Grosvenor Museum which has a Roman collection, tours of the city walls and amphitheatre, as well as an archaeology collection for Cheshire that spans from the Bronze age to the 20<sup>th</sup> Century.

Although our History curriculum values our community and local area, it also values diversity, mutual respect and tolerance of differences. Including our work on the ancient Islamic civilisation of Baghdad helps to broaden our children's cultural experience and therefore celebrate diversity.