



History Curriculum

Statement

Every Child is a Historian: At Barnet Hill Academy, we want our children to love history and understand its importance. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multi-cultural Britain.

Intent: We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation and analysis.

Implement: History is taught in every year group, every week in Autumn Term 1, Spring Term 1 and Summer Term 1. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.

At our school, from the Early Years Foundation Stage, our curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if...?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

In KS1 History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines. Pupils will study significant events and people in the past, who have shaped society, locally, nationally and globally.

In KS2, children study aspects of local history, British history, and ancient Historical topics. British history is taught chronologically to allow children to confidently place each time period on a timeline for their country of residence. Our pupils consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous

lessons. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is used as a reference document to support them with their acquisition of knowledge. Children are given opportunities, where possible, to study artefacts leading to developing enquiry, investigation, analysis, interpretation, evaluation and presentation skills. We also plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and our History curriculum.

Impact: Our curriculum design will lead to progression of skills for our children over time across the different key stages, relative to a child's individual starting point. Children will therefore leave Barnet Hill Academy to be enthusiastic and confident historians, evidenced in a range of ways, including through pupil voice and their work.

	Autumn	Spring	Summer
Y1	How am I making history?	How have toys changed?	How have explorers changed the world?
Y2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Y3	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British History 2: Why did the Romans settle in Britain?	What did the ancient Egyptians believe?
Y4	How have children's lives changed?	British History 3: How hard was it to invade and settle in Britain?	British History 4: Were the Vikings raiders, traders or settlers?
Y5	British History 5: What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxon's?
Y6	What does the census tell us about our local area?	British History 6: What was the impact of World War II on the people of Britain?	Unheard Histories: Who should go on the banknote?