

History

Intent

At Cradley, we aim for our students to become historians. Throughout their time at our school, our children will:

- Develop a clear understanding about the history of Britain in a chronological narrative, from Early Britain through to the present day, how people's lives have changed over time and how Britain has influenced the wider world and been influenced by it.
- Build an understanding of the significant parts of the wider world's history including race and prejudice, the nature of ancient civilisations; the expansions and collapses of empires and the characteristics of past non-European societies and their achievements.
- Broaden their use of historical language including abstract terms, such as monarchy, democracy, parliament and empire.
- Develop and implement methods of historical enquiry, using historical evidence from a range of reliable sources and discuss contrasting arguments and interpretations of the past and how these have come about.
- Gain a historical perspective by placing their growing knowledge into context and understand connections between their local history and that of the regional, national and international community.

Our Vision and Implementation Overview

At Cradley School, we follow Curriculum Maestro to map out our History curriculum. History is taught each term and we ensure constant links are made across all subjects, where appropriate, and throughout sequenced lessons to encourage children to remember more. The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. Our History curriculum is mapped out as a 2-year rolling program in EYFS and Key Stage 1, and a 3-year rolling programme in Key Stage 2, with the exception of Year 6 who follow a 1-year curriculum.

All projects develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

We always refer to the chronology of History so children understand what has impacted and what impact was made for the time they are studying. To develop this further, all classrooms have a timeline which is referred to regularly. Links are made to locality and significant individuals (including their achievements or legacies). Wherever possible, we aim for children to be given hands on experiences of learning about the past and its impact upon modern society through practical lessons and carefully planned for trips to enrich pupil understanding.

Specific Implementation

EYFS/KS1:

By the end of the EYFS, our pupils will be able to identify similarities and differences between things in the past and now through their immersion in books and storytelling. Children will also have the opportunity to learn about significant figures from the black community in the 'Me and My Community' topic.

By the end of Key Stage 1, our pupils will have an awareness of the past, be able to use historical vocabulary, compare the events studied and place them within a chronological framework. In addition to this, our children are beginning to develop their curiosity about the past, through asking and answering questions and are beginning to understand how we know about past events. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places. In the topic, 'Movers and Shakers', emphasis is placed on the study of Rosa Parks, Martin Luther King, Mahatma Gandhi and Malala Yousafzai; notable figures in Black History.

The children will study the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. The children will go on to study the project, The great fire of London and will investigate local history through events at local landmarks.

In the project Movers and Shakers, children extend their studies to explore a broader range of periods. This project explores the concept of significance and the significant people that have greatly influenced history. The children will go on to study the project The Victorians. This project introduces children to the concepts of monarchy and power in preparation and changes within Britain at this time. They will study Queen Victoria, the British Empire, Victorian schooling and the changes in workforce, focussing on child labour.

KS2:

By the end of Key Stage 2, our pupils will have a coherent understanding of the history of our local area, Britain and the wider world. Our children can use historical vocabulary, as well as compare, make connections and trends over time. In addition to this, our children end their Cradley journey with a curiosity and fascination about the past, which equips them with the skills and knowledge to be life-long historians. Throughout the history scheme, there is complete coverage of all national curriculum programmes of study and this allows you to interrogate the sequencing of curriculum aspects and concepts, vocabulary and connectivity of the history scheme with other curriculum subjects.

In KS2, children will study the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. The children will continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. In the project Invasion, children will resume their learning about British history. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history.

In the summer term, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt. The children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Ground-breaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. The children will also study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. Key themes of race and prejudice are built upon, with opportunities for the children to share their learning beyond the classroom. In the summer term, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Impact

The outcomes in our topic books, pupil voice and end of topic assessments display our children's deep understanding and knowledge of the History curriculum and assist with future planning.

Pupils celebrate their successes of acquiring key knowledge from each topic, through the use of retrieval practice and reference of their knowledge organisers. Therefore, our pupils leave as confident historians who are able to share and discuss their learning from topics throughout their journey through school.