

History Subject Overview



At The Bishops' we aim to provide a rich and engaging History curriculum that meets the needs of the children in our community. Our History curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. Our History curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

At The Bishops', History forms an integral part of the curriculum. We believe that the study of History inspires children's curiosity, encourages them to aske critical questions and enables them to have a better understanding of the society in which they live and the diverse wider world. It helps children gain a sense of their own identity within a social, cultural, political and economic background.

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

We enrich our History curriculum by varying the ways in which we reach our learning objectives through our exciting and engaging topics. By doing so, we can take a child's imagination and curiosity to the next level. Teaching different aspects of History through topic work as well as the National Curriculum, we believe, gives pupils the best of both structure and freedom in their learning, allowing them to apply their knowledge of the past to understanding the present.

Outdoor learning is instilled in our ethos as a school and each year group are able to access different settings in their local community. We believe this builds a positive relationship between the children and their local environment which is vital to enable them to understand the changing world around them. Children learn through hands on investigation and memories which bring their learning to life. They are able to use skills they have acquired in the classroom and apply these to real world scenarios.

Last updated June 2020 – Charlotte Dolbear

Subject: History Implementation Impact	te their as a historian. member more
To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will access resources to acquire learning through artefacts, digital technology, primary and secondary evidence Children will know more, remember more and understanding that is integral to their learning. Resources are checked to ensure they are understand and understanding that is integral to their learning real objects enhances the children's historical Enthusiastic, excited and cur who are able to communicate understand and readily who are able to communicate understanding of the world a Children will know more, and understanding of the world a Children are able to talk about history using the appropriate language. Children will access resources to acquire learning through artefacts, digital technology, and understand more about thistory. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning. Resources are checked to ensure they are suitable, appropriate and useful. Where possible we use artefacts for children to explore understand and use the key chronological understanding	te their as a historian. member more
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To design a history curriculum knowledge, understanding and skills.	
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with appropriate subject Children will reflect on previous learning and cross curricula links will be made through Historical interpretation, Historical int	
knowledge, skills and Literacy and Theme. enquiry and organisation and	d
understanding as set out in the Children will be able to build on prior knowledge and link ideas together, enabling them to communication.	
EYFS and National Curriculum question and become enquiry based learners.	
History Programmes of study. Educational Visits Children will work collaborat	•
Children learn not only through experiences in the classroom but also with use of fieldwork practically to investigate and	l question.
To provide a balanced and and educational visits. We will plan good quality trips or invite visitors in, where	
broadly-based spiritual, moral, appropriate, to enhance our History curriculum. The large majority of children	
cultural, mental and British Values and PSHE age related expectations in H	History across
physical development of pupils Children will learn and revisit the importance of our world and how it should be treated. the year groups.	
that prepares them for the Monitoring	
opportunities and A regular book scrutiny and learning walk will enable the curriculum leaders to check As historians children will lea	
responsibilities and coverage and progression. from history to influence the	•
experiences for later life. make in their lives in the future for later life.	ure.
To teach high quality history	
lessons that inspire children to want to know	
more about the past and to	
think and act as historians.	
time and act as mistorialis.	
To ensure that many of our	
lessons use an enquiry	

based approach where the	
children are expected to	
think critically and be able	
to ask and answer	
questions.	
The children are equipped	
with the vocabulary that	
they need to become	
historians and to talk about	
the past and the passing of	
time.	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Imitates events in their own life during play. Talks about special events in their own lives.	Put significant events in their lives in order. Begin to understand past and present.	Put things in order Significant to themselves.	Put things in order within the topic.	Order events over a larger timescale.	Beginning to think about the impact of historical events/people.	Shows some understanding and talks with some clarity about the impact of historical events.	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Use of sources	Begin to look at the world around them. Begin to ask questions.	Ask questions to find out more about People or photographs. Say own opinions and ideas.	People, photographs, Personal Opinions and facts.	Offers opinions and facts with some reasoning.	Distinguishing between fact and opinions and given reasons.	Understanding the difference between primary and secondary sources.	Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. subject.	Understand the methods of historical enquiry, including how it is used to make historical claims.
Historical Enquiry	Begin to ask why.	Ask questions to find out more information.	Who? Where? When? Why?	Answer simple questions relating to the topic.	Children pose own questions to gain an understanding of the topic.	Generate purposeful questions.	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends
Analyse and evaluate the impact of significant people/events in history	Talk about past and present in their own lives and that of family and friends.	Begin to talk about why something has happened showing their understanding.	To talk simply about why something happened.	Explore a particular event and how if affected people at the time.	Question why something happened and how it impacted people.	Question why something happened and how it impacted people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous person and their historical legacy from at least two different points of view.
Vocabulary	Long ago, Past Now Present	Past Present Future	Past , present, future Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)

Tomorrow	Use and understand						
future.	meanings of words						
	related to topic.						
Historical timeline:							
FS:							
Events within livin	ng memory-						
where I live.							
The royal family/ Kings and Queens.							
KS1:							
Changes within living memory – personal history							
Comparing and ordering objects chronologically - Toys from the past							
Historical events, people and places - Mary Anning (fossil hunter)							
LKS2;							
The Roman Empire and its impact on Britain e.g. Influence on our modern day and beliefs, roman inventions, Boudica, Julius Caesar etc.							
Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066- The introduction of the railways							
Local history study 'Cornish History '							
Egypt, Victorians and colonies e.g. a study of achievements and their influence on the western world.							
UPKS2:							
Study an aspect of British and worldwide history that extends pupils chronological knowledge beyond 1066. E.g. Changes in social history i,e, civil rights movement						ent	
Earliest civilizations – e.g. Inca's, Aztecs.							
Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations.							