



Brompton and Sawdon Community Primary School

Curriculum Intent Statement for History

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.” (National Curriculum 2014)

It is our aim to instil a love of History in all of our children. We aim to provide an interesting and varied curriculum that interests, enthuses and intrigues our children, whilst meeting the needs of all backgrounds, cultures and abilities. We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding, as set out in the National Curriculum History Programmes of study, but which also ignites curiosity and the desire to find out more. We want our curriculum to equip pupils with the confidence, knowledge and tools to question, analyse and link historical events, at the same time understanding how these may have shaped our own modern histories.

Our local area is rich in history, from the castle ruins opposite the school, to Brompton Hall, to the work of Sir George Cayley to the development of the village itself. We aim that our pupils are knowledgeable regarding this, value it, and are able to link and compare local events to those on a national or international scale.

Implementation

As a school, we maintain strong links to the National Curriculum guidelines to ensure that all aspects of History are being taught across all year groups. As our mixed age-classes mean that historical events cannot be taught in exact sequence through the school, pupils are able to place them in time-context and link them through constant reference to prior learning and the globes and timelines in the classrooms.

Class 1	Class 2	Class 3
<p>The lives of significant people:</p> <ul style="list-style-type: none"> - Captain Tom Moore , Key Workers/NHS - Neil Armstrong, Buzz Aldrin, Michael Collings - Guy Fawkes - David Attenborough <p>Significant historical events.</p> <ul style="list-style-type: none"> - Gunpowder plot - Apollo 11 moon landing <p>Events beyond living memory</p> <ul style="list-style-type: none"> - Remembrance Day - Dinosaurs: Jurassic, Triassic, Cretaceous - The history of Cocoa - What did chocolate taste like years ago? <p>Changes within living memory</p> <ul style="list-style-type: none"> - Farming - Oceans / coral reefs - land change over Harvest - How have I grown and changed? - Transition / Moving on / Changes at school 	<p>Anglo-Saxons and Scots Stone Age to Iron Age Changes in Living Memory Egyptians Local History</p> <p>Events beyond living memory – George Cayley / Great Fire of London</p> <p>Significant people / events – Columbus / Neil Armstrong / Florence Nightingale / Edith Cavell / Rosa Parks / William Caxton / Tim Berners-Lee</p>	<p>Mayans Vikings and Anglo Saxons Ancient Greece Industrial Revolution Green technology 20th Century Developments – Space Roman Britain</p> <p>Local History – field work analysing history of local area with Historical Society, using geophysical equipment</p> <p>Local History - developing chronology through the history of the local area George Cayley / Brompton Hall</p>

The use of our school 'Milestones' ensures that there is a clear progression in the acquisition of historical skills throughout school. These inform lesson planning and also transition, allowing gaps in knowledge to be addressed. From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today. We will, where possible, link History to other subject areas.

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible.

We recognise that all of our school Pillars support the acquisition of historical knowledge. We intend that our History curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / learn from a range of people (**our Family Pillar**)
- listen and be heard / explore a history across the ages and in different contexts / learn about cultural differences (**our Respect Pillar**)
- Learn about similar or opposing views to hunting and conservation / Explore differences and similarities in habitats and landscapes / Explore changes in farming and relationships with nature (**our Nature Pillar**)
- Learn about different people, places and outlooks / different events, views and beliefs (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / present, challenge and be challenged (**our Ready to Fly Pillar**)

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.