



**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. Although 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. The use of our school ‘Milestones’ ensures that there is a clear progression in the acquisition of procedural skills throughout school, allowing the children to become historical detectives. Where possible, we link History to other subject areas.**

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

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our history curriculum we also entwine opportunities to develop the following areas of knowledge:

|                           |   |   |  |   |
|---------------------------|---|---|--|---|
| <b>Diversity</b>          |  | <ul style="list-style-type: none"> <li>• Know that laws and beliefs change through time.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare the beliefs of two different historical eras.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compare the motivation behind the migration of people at different times in history and the present day</li> <li>• Explore how our diverse community today might compare with those of historical eras.</li> </ul> |
| <b>Global awareness</b>   |  | <ul style="list-style-type: none"> <li>• Know some local historical places</li> <li>• Know some historical sites in London</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognise the different countries where people have migrated from</li> <li>• Recognise the location of Egypt</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Compare the origins of people migrating to the UK at different times in history</li> <li>• Compare Central, South and North America</li> </ul>   |
| <b>Rural Aspirations</b>  |  | <ul style="list-style-type: none"> <li>• Know what a palaeontologist does</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise some of the career possibilities within the sphere of history and archaeology. (eg. Scientists / surveyors / teachers / illustrators...)</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the skills needed within different careers within the sphere of history and archaeology</li> <li>• Suggest what things might limit historical investigations</li> </ul>                                    |
| <b>Inspired by Nature</b> |  | <p>We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.</p> |  |   |

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children. We want them to be keen to find out more about events and people from the past, giving them 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.

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 in History. 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, Over-teaching to reinforce
- Pre-teaching of specific vocabulary or concepts
- 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
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books / timings
- Carefully considered Peer buddies / pairings / groupings

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