



Curriculum statement for History

Intent

At St John's, we aim for our children to develop a good understanding of the past through the history we teach. We want our children to retain their curiosity and fascination with the past and gain the skills to compare and analyse past, present and future events. This strong foundation will give our children the knowledge and insight of what has come before and shaped their current world.

We want our children to know that history is being made right now, it is happening all around us, all of the time. It serves to help our children to comprehend their own identity, place and position within an economic, cultural, political and social background.

History is fundamental in helping our children to comprehend the many complexities of modern life. By recognising the events in our own lives that unite us as a species, as well as teach us to appreciate and celebrate differences. We strive to deliver a wide-ranging and aspirational history curriculum, rich in skills and knowledge, which will immerse our pupils in a range of cultures and stimulate an enquiring and critical outlook on the world.

We intend for history to empower and inspire our children; to encourage them to become 'detectives' who can explore history in an exciting way and develop an appreciation of our country's and the wider world's past and heritage.

We guide pupils to continually develop their research and communication skills. Children are encouraged to be open minded and become enquiring thinkers who can compare, contrast and develop an understanding of cause and effect. We want them to question how people have lived in the past, to examine how and why things have changed and their influence on the present.

The curriculum is coherently planned and sequenced towards building a sufficient knowledge base of learning and skills that will equip our children to embrace the topic and challenges of secondary school history.



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| Implementation | <p>Our curriculum is planned to allow the children to build on their knowledge as they progress through the school. In Key Stage 1 (KS1), humanities are taught through Topic based learning, while in Key Stage 2 (KS2) the children progress to history being taught discretely.</p> <p>In years one and two (KS1), history will often form a basis of a specific half-term topic; thus enabling the children to fully immerse themselves in their learning. For our younger children - in Early Years and KS1- the curriculum incorporates changes in living memory; the lives and contributions of significant people and events of the past; important events in the history of the UK and significant local historical events and discoveries.</p> <p>In KS2, the focus broadens out to Britain's early history, how it has influenced and been influenced by the wider world; understanding the significant aspects of the history of the UK and the wider world, through ancient civilisations and empires and aspects of local history.</p> <p>By ensuring high standards of teaching and learning, we implement a curriculum that is progressive throughout the whole school for the development of our children's knowledge and skills.</p> <p>Our curriculum is built around the five main history skills in the National Curriculum:</p> <ul style="list-style-type: none">• Chronological understanding: ensuring that children understand not only the sequence of events within a history unit, but also how that period in history links chronologically with other key periods in history. For example: showing an awareness and understanding that key events in British history were happening while other civilisations/empires were flourishing.• Historical enquiry: providing children with pupil-sized enquiries so that they actually DO history. This means working with sources in their raw form; asking their own questions; seeking out relevant supporting material; and attempting to draw out their own tentative conclusions from the evidence before them.• Historical interpretation: providing carefully planned opportunities across a key stage for pupils to challenge widely held historical views using a wide range of rich resources and a variety of accounts of the past. This allows children to explore, hypothesise, research and problem solve within a historical context, empowering them to draw their own evidence-based conclusions.• Knowledge and understanding of events, people and changes in the past: providing a range of opportunities to inspire children's curiosity to know and understand more about the past. To ensure that they build upon prior learning and have the opportunity to enhance their knowledge of historical periods, significant events and people, and local historical studies.• Organisation and communication: ensuring that children have access to, and a thorough understanding of, historical terms and the key vocabulary within each history unit. Also providing children with direct links to English in order to enable children to organise and communicate their learning and skills in history. For |
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example: when exploring a key question to develop children’s understanding of why events happen, then there are direct links to explanatory writing.

History non-negotiables:

- History skills should be taught when linked to topics and where possible they should ensure real world application.
- The teaching of the core history skills should follow a whole school progression of skills and knowledge.
- Children will be recorded either as working below or working at age-related expectations. These records will be available to the next class teacher, and will be reviewed by the subject leader.

History is taught throughout the year, degree and depth being determined by topic in KS1 and alternated with Geography on a half termly basis in KS2, so that children achieve depth in their learning.

Where applicable, each topic is introduced with reference to the chronology of previous topics (including those from previous years).

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Egypt. This curriculum is designed to ensure that our children are equipped with the essential knowledge and skills to become educated citizens with an awareness of the past and its impact on the present day that will inform their understanding of current and future events.

Cross curricular outcomes in history are specifically planned. The school’s own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as Saint Mary’s Church, Causeway, and the Dragon’s Teeth, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by, and aligned with, the National Curriculum.

The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

EYFS foundations in History curriculum

Curriculum statement History



The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Understanding the World ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



| Progression of History Skills and Vocabulary | | | |
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| | KS1 | LKS2 | UKS2 |
| Vocabulary | Sequence, timeline, chronology, chronological order, artefacts, evidence, primary source, secondary source, AD, BC, calendar, century, decade, explorer, invention, King and Queen, museum, Parliament, past, pre-historic | Compare and contrast, evaluate, civilisation, empire, significant, era, settlement, ancient civilisations, archaeology, aristocracy, conquest, Emperor, global, invasion, Monarch and Monarchy, myths and legends, international, nation, | Causes and results, causation, correlation, Dark Ages, interpretation, democracy, execution, heresy, nationalism, |
| | KS1 | LKS2 | UKS2 |
| Chronological understanding | <p>To be able to:</p> <ul style="list-style-type: none"> Sequence known events in their lives progressing to sequencing photographs of different periods of their lives Match objects to people of different time periods Sequence artefacts from distinctly different periods of time progressing to artefacts from periods closer together (using secondary sources where applicable) | <p>To be able to:</p> <ul style="list-style-type: none"> Place the historical era studied on a time line progressing to placing significant events from studied era on a timeline Use dates and terms related to the study unit progressing to using terms related to the period and begin to date events Sequence several events or artefacts Understand more complex terms eg BC/AD | <p>To be able to:</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Place current study on time line in relation to other studies Use relevant terms and period labels progressing to using relevant dates and terms Make comparisons between different times in the past Sequence up to 10 events on a time line |



Progression of History Skills and Vocabulary

| | KS1 | LKS2 | UKS2 |
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| Interpretations of history | <p>To be able to:</p> <ul style="list-style-type: none"> • Compare adults talking about significant events in their past with the children's lived experience • Compare 2 versions of a past event using sources • Compare pictures or photographs of people or events in the past • Discuss reliability of photos / accounts / stories | <p>To be able to:</p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc • Begin to evaluate the usefulness of different sources | <p>To be able to:</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Consider the validity of interpretations – fact or fiction and opinion • Offer some reasons for different versions of events • Link sources and evaluate how conclusions were arrived at • Understand that different evidence will lead to different conclusions |
| | KS1 | LKS2 | UKS2 |
| Historical enquiry | <p>To be able to:</p> <ul style="list-style-type: none"> • Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations. • Begin to identify primary and secondary sources | <p>To be able to:</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources and evidence to find out about, and build up a picture of periods and past events • Observe small details – artefacts, pictures – to illustrate a picture of one aspect of life in time past | <p>To be able to:</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence • Use a range of sources to find out about an aspect of time past |

Curriculum statement History



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| | | <ul style="list-style-type: none"> • Ask a variety of questions, select and record information to enhance their understanding of the past • Use the library and internet for research | <ul style="list-style-type: none"> • Bring knowledge gathered from several sources together in a fluent account • Confidently use the library and internet for research |
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| <h3>EYFS</h3> | <p>History in EYFS is embedded throughout the year and delivered through topic based learning across all areas of the curriculum, building on the children’s sense of self and their experiences.</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past <p>ELG:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |
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| <h2><u>Long term plan for Key Stage 1</u></h2> |
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| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
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| Year 1 | <p>All About Me Recognising the difference between past and present in their own lives</p> <ul style="list-style-type: none"> • Introduction to timelines • Plotting own timeline • Using historical terms <p>Cultural Capital- Grandparent visit and talk</p> | <p>Space Significant historical events – Moon landing</p> <p>Lives of significant individuals – Neil Armstrong and Buzz Aldrin</p> <ul style="list-style-type: none"> • Timeline of main events • Biography fact file Neil Armstrong/ Buzz Aldrin • Women in space <p>Cultural Capital - planetarium (or space dome)</p> <p>Toys Identify differences between life at different times – sequencing using artefacts</p> <ul style="list-style-type: none"> • Examining artefacts • Comparison of toys through history • Sequencing toys and their materials <p>Cultural Capital visit from Horsham Museum, Grandparents visit to play historic playground games with children</p> | <p>Dinosaurs Lives of significant individuals – Mary Anning</p> <ul style="list-style-type: none"> • Local history – Southwater dinosaur • Mary Anning fact files • Palentologist dig <p>Cultural capital – Horsham museum visit</p> |



| <u>Long term plan for Key Stage 1</u> | | | |
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| Year 2 | <p style="text-align: center;">Memory Box</p> <p style="text-align: center;">Events within living memory</p> <ul style="list-style-type: none"> • Children’s birth on historical timeline and a personal timeline from birth to Year 2. • Comparison of life now and life of grandparents (Opportunity for fact file comparing aspects of two lives) <p>Cultural Capital – Grandparents visit and talk</p> <p style="text-align: center;">Fire and Ice</p> <p style="text-align: center;">Significant historical event and significant people (Shackleton)</p> <ul style="list-style-type: none"> • Shackleton’s expedition on historical timeline and timeline key events of the expedition • Shackleton’s journey and experience on the Endurance (opportunity for diary or recount writing) (linked to geography) | <p style="text-align: center;">The Great Fire of London</p> <p style="text-align: center;">Significant historical events</p> <ul style="list-style-type: none"> • The GFL on historical timeline and timeline of events within the GFL • Samuel Pepys Diary (opportunity for diary writing) • 1600 London and houses (opportunity for DT construction) <p>Cultural Capital – Horsham Museum visit</p> <p style="text-align: center;">Castles and Fairytales</p> <ul style="list-style-type: none"> • British castles, their construction and purpose (opportunity for castle fact file – non chronological report) • Knights and monarchs <p>Cultural Capital – visit to Leeds Castle</p> | <p style="text-align: center;">Seaside</p> <p style="text-align: center;">Lives of significant individuals – Grace Darling & George Stephenson</p> <ul style="list-style-type: none"> • The Victorians on the historical timeline. • The development of the railways • The Victorians – leisure and seaside (opportunity for comparison writing – letter writing – diary writing – descriptive writing) • The story of Grace Darling (opportunity for fact file – recount – DT lighthouse construction) <p>Cultural Capital – visit to beach</p> |



Long term plan for Key Stage 2

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| Year 3 | Ancient Egyptians <ul style="list-style-type: none"> • Ancient Egypt on the historical timeline and timeline of the Ancient Egyptian era (Rise/fall, key dates and pharaohs Locate Egypt on a map. • The River Nile (opportunity for Geography link maps and rivers and their importance; opportunity for descriptive setting writing) • Ancient Egyptian gods and goddesses (opportunity for playscripts and drama with Isis and Osiris story) • The Book of the Dead and mummification (opportunity for instructional writing; opportunity for science link – mummify fruit) • The pyramids and the Valley of the Kings (opportunity for Geography link – locate on map of Egypt) • Howard Carter, Lord Canarvon and Tutankhamun’s tomb (opportunity for non-chronological report) <p>Cultural Capital – visit to British museum Egyptian galleries</p> | Stone age to Iron age <ul style="list-style-type: none"> • Stone age to Iron age on the historical timeline and timeline of key dates and event of Stone age to Iron age including Palaeolithic, Mesolithic, Neolithic, Bronze age) • Skara Brae – daily life • Hunter Gatherers (opportunity for comparison with Skara Brae) • Cave Art – images used /purpose; what they tell us about the Stone age. (opportunity for link with art – painting) • Journey from Stone age to Iron age – changes and development – comparison (opportunity for chronological report or fact file) | Railways (Local focus) <ul style="list-style-type: none"> • Development of the railway in Britain on a the historic timeline and Brunel; timeline showing key dates and events for the development of the railway in Britain (incl. Horsham) • The arrival of the railway – impact on Horsham • Horsham station (1848 – 1858 – 1938 – 2011) Changes over time. • The impact of the Beeching cuts • The Downs Link (Old railway line) (opportunity for class to travel to Christ’s Hospital on train and see the old platform while walking a stretch of the Downs Link) • Horsham railway today (opportunity for comparison with beginning) <p>Cultural Capital – Visit to Horsham Station, train journey to CH & class walk</p> |
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Curriculum statement History





Long term plan for Key Stage 2

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| Year 4 | <h2 style="text-align: center;"><u>Long term plan for Key Stage 2</u></h2> | | |
| | <p style="text-align: center;">Roman Empire</p> <ul style="list-style-type: none"> • Roman Empire on the historical timeline and timeline of the Roman Empire (Rise and fall / key dates and emperors where did the Romans come from?) Locate the Roman Empire on a map and compare to modern day Italy. • How the Romans lived – leisure, housing, transport (opportunity for diary or letter writing) • Roman gods and goddesses (opportunity for comparison with Ancient Egypt from Sept 2023) • The Roman Army – the expansion of the empire (opportunity for persuasive writing – advert) • The Roman Invasion of Britain – Boudica (opportunity for art - celtic design and for speech writing) • What the Romans left behind Cultural Capital fishbourne trip or Horsham Museum workshop) • Pompeii & Vesuvius (This should be taught through guided reading – Escape from Pompeii) | <p style="text-align: center;">This unit will run for 10 sessions</p> <p style="text-align: center;">Britain's settlement by Anglo Saxons, Scots & Vikings (<i>Vikings and Anglo Saxon struggle for the Kingdom of England</i>)</p> <ul style="list-style-type: none"> • Anglo-Saxon, Scots/Picts & Viking invasions on historical timeline, Anglo-Saxon / Viking timeline (Rise and fall and key dates) • The invasion of Britain – where did they come from?(comparison of Anglo-Saxons, Scots/Picts & Vikings) (opportunity for Geography link – map of invasion) • Anglo-Saxon village life • Alfred the Great and other Anglo-Saxon kings • Sutton Hoo (opportunity for creative narrative or diary/letter writing) • The Battle of Hastings 1066 (opportunity for drama) • The Legacy of the Vikings & Anglo-Saxons | <p style="text-align: center;">Local history focus Sussex Place-names</p> <p>Investigate the links of our past that still remain in Sussex today. Local place names and their meanings. Where did the name originate from, what did it mean, has it changed. Use maps to locate places (Geography link) Cultural capital – trip to Cissbury or Chanctonbury Ring</p> |



Long term plan for Key Stage 2

| Long term plan for Key Stage 2 | | | |
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| Year 5 | Ancient Greeks | Crime and punishment | Local History Focus |
| | <ul style="list-style-type: none"> • Ancient Greece on historical timeline and timeline of ancient Greece (Rise and fall / key dates) • Locate ancient Greece on a map and compare with modern day Greece) • Athens and Sparta – comparison (opportunity for balanced discussion writing or persuasive writing) • Gods and Goddesses – comparison with Roman gods and goddesses and from Sept 2023 Ancient Egyptian gods and goddesses) • The History of the Olympics (opportunity to link to PE) • Greeks at war! Peloponnesian War (opportunity for drama) | <ul style="list-style-type: none"> • Romans • Anglo-Saxons • Tudors • Georgians • Victorians • Compare and contrast crime and punishment through the periods covered. (opportunity for discussion text or explanation text, class debate) | <ul style="list-style-type: none"> • Timeline of Horsham (opportunity for class visit to town – Cultural Capital) • The Causeway (opportunity to visit Horsham museum – Cultural Capital) • Denne Park Estate (opportunity for walk Denne Hill – Cultural Capital) • Tanning & Brewing in Horsham • The Carfax • Presentation on chosen aspect of Horsham History |



| Long term plan for Key Stage 2 | | | |
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| Year 6 | <p>Ancient Islamic Civilisation</p> <ul style="list-style-type: none"> • The Rise of Baghdad – timeline of AIC (opportunity for Geography – maps) • The House of Wisdom (opportunity for persuasive writing – advert or comparison with Medieval London) • Inventions and discoveries of AIC – incl. maths and medicine (opportunity for biography writing) • Formation of Islam and the role of a Caliph (opportunity for RE and Cultural Capital – visit to Horsham Mosque) • Islamic Art (opportunity for Art printing or drawing) | <p>World War II</p> <ul style="list-style-type: none"> • The outbreak of war –Timeline and map of Europe (opportunity for Geography maps) • The evacuation of children (opportunity for diary/ letter writing) • The Blitz (opportunity for art – collage) • Propaganda (opportunity for persuasive writing) • Rationing (opportunity for DT cookery) • The Role of Women • Holocaust (opportunity to link to RE and RSHE) <p>English and reading link – Letters from the Lighthouse and Anne Frank’s Diary</p> | <p>Local history focus</p> <p>Independent Partner Project on Horsham (Cross Curricular Geography, English and computing) Students have choice of which areas to focus on and how to present their work (Cultural Capital – visit from historian and Horsham walk)</p> |

Curriculum statement History



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| Impact | <p>The children are assessed against the knowledge and skills objectives taught within each unit or topic. In EYFS and KS1, the children’s knowledge and skills are teacher assessed. In KS2, the children are assessed using a combination of end of unit quizzes for ‘sticky knowledge’ and teacher assessed for second order skills. The results (RAG) are recorded centrally within a school wide spreadsheet which is monitored by the subject and school leaders to ensure breadth and depth of coverage, and that children are making progress in history. Where children are found to have significant gaps, staff will address these through targeted conversations, cultural capital activities and, where possible, subject specific interventions.</p> <p>By the end of their time at St John’s our children should be able to conduct an enquiry about a given event or period in history. They should build on their natural curiosity to follow a strand of enquiry and be able to compare and contrast different periods of history drawing upon prior knowledge. They should be able to record, communicate and present their findings in the most appropriate way while effectively utilising subject specific vocabulary.</p> |
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