

**History Intent**

Our vision

**Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.

Mission Statement

Our Christian values of love, hope, truth, friendship and kindness underpin everything we do at our school. We work together as a community, within Aquila the Canterbury Diocese Multi Academy Trust.

* We believe our school plays a significant part in a pupil’s childhood providing a safe and nurturing environment. A place a child can enjoy being an individual and develop as a well-nurtured human being.
* Our curriculum is broad and balanced. It builds on the knowledge, understanding and skills of all children, whatever their starting points. We want our children to experience a wider curriculum in abundance, ready to embrace the next chapter in their learning journey.
* The outdoor environment and the local community are considered an opportunity for active learning for all pupils. We will fully embrace the surrounding resources and utilize our vast outdoor space.
* We aim to educate our children for the present and also for the future: giving them an understanding of the world, everlasting experiences and life skills that they will take forward.
* We celebrate the diversity and cultural wealth of the wider community, specific to Charing.
* We will engage parents in supporting pupil’s achievement, behavior and safety and their spiritual, moral, social and cultural development.



History fires children’s curiosity about the past. It encourages thinking about how the past influences the present. It develops a chronological framework for knowledge of significant events and people. History helps children form a sense of identity and understanding of their place in their own community and the world. In addition, it develops the essential skills of research, analysis, evaluation and communication. This document clarifies how and what aspects of history is taught at Charing CEP School.

The History curriculum helps pupils gain a logical sequence of historical topics to support progression and curriculum knowledge. With a cross curricular approach to planning, pupils can link and consolidate their learning of historical topics and apply their understanding in other areas of the curriculum.

Our aim with the History curriculum is to develop historical enquiry and a sense of chronology and curiosity. Wherever possible pupils are given opportunities to examine a variety of sources including artefacts, pictures and texts and to visit places of historic importance. Teachers focus on helping pupils to develop the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, develop perspective and judgement and reflect and review events of the past thus deepening their understanding that historical events can be interpreted in different ways. As pupils progress through the school, they communicate and process their knowledge in an increasingly sophisticated way.

**What does History look like in the EYFS?**
At Charing, children in EYFS use their own experiences, and the experience of our community,
to learn that things change over time and to develop early historical skills. Children are given
opportunities to talk about past and present events in their lives and in the lives of member
of their families. They consider key changes in their own lives - bringing in baby photos and
discussing the changes to their own bodies as they have grown. They then progress to
thinking about changes in the world around us.
Talking about experiences is an important part of learning especially at the stage of
development and the history curriculum provides ample opportunity to engage children in
discussion and reasoning. Children are then encouraged to record their knowledge through
drawing and writing.

**What does History look like in the Key Stage 1 and 2?**

The History lead at Charing has set out the topics that need to be covered in the 6 years at Charing, in Key Stage 1 and 2 and in the ideal order, this can be seen in the ‘Year group overview’ table below.

However, at Charing and in September 2021, these topics will not be able to be followed exactly in this order. This is because we currently have 4 classes in Key Stage 1 and Key Stage 2, not 6, so the topics need to be mapped out carefully for classes with mix year groups in. It is planned for topics missed in 2021-2022 due to mixed classes will be covered in 2022-23. Also, due to Covid-19 topics missed due to school closure have been factored into future planning. The topics covered by each year group can be seen in the ‘Class overview 2021-2022’ table below.

Year group overview

Total History

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Topic 1** | **Topic 2** | **Topic 3** |
| 1 | Great fire of London | Changes within living memory | Rosa Parks and Emily Davison |
| 2 | The Gunpowder plot | Mary Seacole and Florence Nightingale | Local History\*local walks, church visit, tudor houses |
| 3 | Stone Age to the Iron Age | Romans  | Anglo-Saxons |
| 4 | Vikings | Ancient Egypt | Tudors |
| 5 | Local History Study of Local Area | Ancient Greece | Victorians |
| 6 | World War 1 | World War 2 | Migration |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Topic 1** | **Topic 2** | **Topic 3** |
| Squirrels(Year 1) | Great fire of London | Changes within living memory | Rosa Parks and Emily Davison |
| Otters (Year 2) | The Gunpowder plot | Mary Seacole and Florence Nightingale | Local History\*local walks, church visit, tudor houses |
| Foxes (Years 3/4) | Vikings | Ancient Egypt | Tudors |
| Owls (Years 5/6) | Local History Study of Local Area | Ancient Greece | Victorians |

**Progress (Advancement & Pioneering Progress)**

**Events (Significant Historical Events)**

**Changes (Economic, Social & Political)**

Class overview 2021-2022

**Knowledge and Skills acquired in each year group (NC Links)**

**Year 1**

By the end of Year 1, children should *know:*

* *events beyond living memory that are significant nationally or globally (Great Fire of London)*
* *changes within living memory – where appropriate, these should be used to reveal aspects of change in national life*
* *about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Rosa Parks and Emily Davison)*

By the end of Year 1, children should be *able to:*

* *Describe how the Great Fire changed London; place this on historical timeline*
* *Describe how their toys have changed over time*
* *Describe what makes a person in history significant*

**Year 2**

By the end of Year 2, children should *know:*

* *events beyond living memory that are significant nationally or globally (Gunpowder plot, Guy Fawkes, 5th November)*
* *the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods, (Mary Seacole and/or Florence Nightingale)*
* *significant historical events, people and places in their own locality*

By the end of Year 2, children should be *able to:*

* *describe why we still remember the 5th of November*
* *describe what makes a person in history significant*
* *describe Tudor history in Charing*

**Year 3 and 4**

By the end of Year 3 and 4, children should *know:*

* *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
* *the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.*
* *a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Tudors)*

By the end of Year 3 and 4, children should be *able to:*

* *describe how the Vikings impacted Britain*
* *describe life in Ancient Egypt; what the Ancient Egyptians believed in and what has King Tut taught us*
* *Identify key aspects of Tudor period in Britain*
* *Place historical periods on a chronological timeline*

***Year 5 and 6***

*By the end of Year 5 and 6, children should know:*

* *a local history study*
* *Ancient Greece – a study of Greek life and achievements and their influence on the western world*
* *a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Victorians)*

By the end of Year 5 and 6, children should be *able to:*

* *Identify key aspects in local history; Charing Church*
* *Analyse how we know about Ancient Greece and how this has impacted on life today*
* *Analyse key features of Victorian period and life*
* *Place historical events and periods on a chronological timeline*

In key stage 2, pupils continue to develop a chronologically secure knowledge and
understanding of British, local, and world history, establishing clear narratives within and
across the periods they study. They are encouraged to make connections between historical
events and similarities between empires and civilisations over time and develop the
appropriate use of historical terms. Pupils will be supported and encouraged to devise
historically valid questions to further their understanding of the period of history, as well as
making links to the personal histories of the class and the significance of these to their
current lives. By supporting children to consider the impact and influence of events in living
memory on their own lives and those of their family and peers we aim to develop their
cultural capital.
Across all stages of teaching and learning we endeavour to create strong and appropriate
links with other subjects to enhance the curriculum and learning experience, predominantly
but not exclusively with literacy, music, PSHE, art and design and geography.

**Impact**
**Evidence and Assessment**

At Charing, children have the opportunity to record their learning in a variety of ways.
Evidence of the learning is dependent on the lesson outcome; year group and the skills and
knowledge being developed. This can be in the form of shared learning folder/floor book,
extended writing, photographs of practical activities, historical timelines, speech bubble
comments on relating the learning.

Our teachers rely on a range of assessment tools to provide data on the knowledge and skills
pupils have, their progress and their development points.
This includes:
• assessment for learning
• challenge tasks
• enquiry tasks
• standards of learning in books
• end of unit questions and quizzing
• pupil voice
Marking is used to monitor progress and impact. Throughout the course of the lesson the
class teacher (and support staff where present) will move around the class, offering support
where needed so that each child receives direct feedback and the appropriate level of
challenge.