



# History Intent

## Our vision

*Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.*

**Compassion Friendship Forgiveness Resilience Hope**



## History Curriculum

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### **Intent**

History is an inspirational subject that fires children's curiosity about the past and how that will influence the future. It develops a chronological framework for knowledge of significant events and people. This knowledge 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 enables pupils to gain an in depth and 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 aims are to fulfil the requirements of the National Curriculum for History; providing a broad and balanced curriculum ensuring the progressive development of historical concepts, knowledge and skills and for the children to study life in the past enabling them to think and act as historians. The History curriculum will 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 and to use this evidence to draw their own opinions. 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.

### **Implementation**

At Charing, History is taught in topics throughout the year, so that children can achieve depth in their learning and acquire the skills and knowledge to become historians.

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We have a uniquely designed history curriculum using Chris Quigley and Key Stage History schemes of work to ensure a quality, in-depth knowledge of events and periods studied as well as the children having time to develop the skills required to evaluate sources and form their own, well informed, opinions.

This two-year approach is continued throughout the school and it will enable the children to develop not only their substantive knowledge of the past but also the disciplinary knowledge required to apply their knowledge and evaluate and assess sources to form their own evidence-based opinions.

The areas of study will be:

Years 1 and 2: **The Plague and the Great Fire of London, Two Queens; Queen Victoria and Queen Elizabeth II, The Moon Landing and The First Flight**

Year 3 and 4: **The Stone Age to Iron Age, The Romans, The Vikings and Anglo Saxons**

Years 5 and 6: **Ancient Greeks, War, The Tudors**

Each area of study has been generated into a knowledge schema which has been strengthened by knowledge categories.

Our history schema has been designed and is taught through 4 strands of learning. These are the big ideas that underpin each area of study. The four strands in history are:

- **Investigate and interpret the past** – This concept involves recognizing that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history** – This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Understand chronology** – This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.
- **Communicate historically** – This concept involves using historical vocabulary and techniques to convey information about the past.

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The key knowledge and skills that children acquire and develop throughout each block have been organised to ensure progression between year groups throughout the school. At the beginning of each new history topic, children are given knowledge organisers with key enquiry questions, chronological timelines and key vocabulary. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They can 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. At Charing, we have designed a unique and truly personal curriculum aimed at the interests of our children and teaching staff. This curriculum enables us to design and plan lessons which are exciting, engaging and taught by teachers with excellent subject knowledge. Cross-curricular links are made where possible while ensuring that the lessons are subject-specific and focus on the concepts of History. The planning of History is aligned with the National Curriculum and the school's History curriculum, with clear knowledge and skills-based learning objectives and subject-specific vocabulary.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities to further support and develop their understanding. Enrichment opportunities, such as inspirational visits, educational visits, and events, provide our children with rich experiences and enhance teaching, learning and knowledge.

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.

Key events such as bonfire night and Christmas are discussed and children are given the opportunity to understand the way these events are celebrated have changed over time. 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.

### **Impact**

Our History curriculum is high quality and ensures that children have a strong knowledge of historical events, a coherent understanding of chronology and an appreciation of the impact that history has had and continues to have on the world

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of today. Our children enjoy and love learning about history by gaining knowledge, understanding and skills, not just through learning in the classroom but also through educational visits and visitors and commemorating historic days throughout the year. Through the breadth and depth that our curriculum offers, our children become passionate historians, who are inspired by the subject and are curious to find out more about the past and have a love of history that will remain with them and encourage them to undertake new life experiences for the rest of their lives.

### **Assessment**

Teachers are expected to mark each lesson and record children who have achieved particularly well, and those who require additional support. Teachers will assess the children's progress in History on a termly basis, alongside their relevant learning outcomes from that terms' focus, while formative assessments will be made on a continuous basis during History lessons, ensuring the progress of all pupils. The assessment of children in History is noted termly on the schoolwide 'Foundation Assessment' file and is reported to parents twice yearly through the 'Mid-Year Report' and 'End of Year Report'.

### **Local History**

At Charing Church of England Primary School, history is a vital subject that connects our pupils to the rich heritage of their local community and the wider world. By exploring the past, particularly through strong links with the Charing and District Local History Society and visits to significant local sites such as Charing Palace, St Peter & St Paul Church, Godinton House & Gardens, and Canterbury's Roman remains, pupils develop a deep sense of identity and belonging. History at Charing inspires children to understand the impact of past events on the present and encourages them to stand up for what is right, reflecting our vision to grow open, compassionate people of the world.

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