



History Curriculum Statement

Intent	<p>At Sandhills we teach a topic-based history curriculum which is carefully planned to make links with other subjects. The topics are part of a sequence that meets the requirements of the national curriculum and builds upon prior learning. Children will acquire knowledge of: people, events, situations and developments, chronology and characteristic features and historical terms. Pupils will develop an understanding of: evidence, interpretations, cause, change, similarity and difference and significance. Some stories read in class in English will have a historical focus linking to their topic. For example; in Year 3, 'Stone Age boy' will be read for their topic 'Tribal Tales'. They have a major role in imparting information, giving children a sense of wonder and involvement in history. Enrichment opportunities are planned to support and enhance the children's learning. These include WOW days, educational visits and visitors.</p> <p>Skills are taught through:</p> <ul style="list-style-type: none"> ○ Investigating and interpreting ○ Knowledge and understanding of people and societies ○ Chronological understanding <p>Through history, we aim to develop qualities and attitudes including: a growth mindset; curiosity, perseverance, open-mindedness, sensitivity, adaptability, co-operation and diversity.</p>
Implementation	<p>History is taught through carefully chosen topics based around the scheme Cornerstones which allow links to be made with other curriculum areas. The study of history is important for children's conceptual development at Sandhills School. At our School, children can begin to understand that the past has many different facets and that each era is different from the next, as well as being different from our own. The study of history helps to build children's understanding of society.</p> <p>All staff have high expectations of all children and where necessary, scaffolding is used to ensure all children have access to learning. Our display boards each term highlight our topic where photographs, key</p>

	<p>words and definitions are shown to engage the children and scaffold their learning. We use ‘flashback’ as a retrieval technique to help children to remember more from previous lessons and topics. Artefacts and photographs are used in appropriate topics, allowing children to have first-hand experiences in the classroom. Where appropriate, educational visits and WOW days and visitors are organised to enrich the teaching and learning in History.</p>
Impact	<p>At the end of every History lesson we will ask the children to self-assess what they have learnt against the lessons objective. The teacher can also assess individuals and use this Information to inform future planning. Children’s learning is tracked over time and the information is used to inform parents about attainment.</p>
Aims	<p>The National Curriculum aims for History are:</p> <ul style="list-style-type: none"> ● Learn about a range of historical events and how these events may have influenced one another ● Begin to understand how to understand and interpret the past ● Develop historical concepts (for example: chronology, monarchy, invasion) ● Understand that events may have more than one cause and may lead to variable consequences for different groups. ● Distinguish between historical facts and the interpretation of these facts ● Be able to talk about events in history ● Develop a sense of identity through learning about the development of their local area, Britain, Europe and the World
Coverage and Progression	<p>The EYFS History curriculum follows the Development Matters guidance and is underpinned by the Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically. Children begin to develop historical knowledge and skills as part of the specific area of learning - Understanding the World and People and Communities. They will be taught to:</p> <ul style="list-style-type: none"> ● show an interest in the lives of people who are familiar to them ● remember and talk about significant events in their own experience ● recognise and describe special times or events for family or friends ● show an interest in different occupations and ways of life ● know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family

	<p>Key Stage 1 pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ● events beyond living memory that are significant nationally or globally ● 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 ● significant historical events, people and places in their own locality <p>Key Stage 2 pupils should be taught about:</p> <ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain. This includes a variety of monarchs such as; Queen Victoria ● Britain's settlement by Anglo-Saxons and The Vikings. ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● Ancient Greece – a study of Greek life and achievements and their influence on the western world ● research an aspect of their local history in Oxfordshire.
<p>Records and Assessment</p>	<ul style="list-style-type: none"> ● Pupils' experiences and achievements in History are recorded throughout, and at the end of each phase ● Assessments are made through: <ul style="list-style-type: none"> ○ Observing ○ Listening ○ Questioning ○ Sonar ● At the end of a topic, children complete an end of unit Foundation Assessment Task.
<p>Inclusion</p>	<ul style="list-style-type: none"> ● We are committed to Inclusion. ● We aim to identify, understand and overcome barriers to participation and belonging ● We provide equal opportunities for all learners regardless of age, gender, ethnicity, impairment, medical concerns, attainment or background
<p>Safety</p>	<ul style="list-style-type: none"> ● All activities will take place with due regard to the health and safety of all participants ● Risk Assessments for are maintained and appropriate equipment is regularly checked

Review

- This curriculum statement will be reviewed regularly by the subject leader