



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

History

INTENT

At Hayfield Cross Church of England Primary School, we intend to build a 'BE BRAVE' History curriculum inspired by our school vision (Joshua 1:9) which captures and drives children's curiosity of understanding the past, igniting the minds of our young historians to reflect, explore and discover an understanding of British history and that of the wider world, with an acknowledgement that God is with us in our learning journey. We strive to fulfil the requirements of the National Curriculum for History by providing: a board, balanced and differentiated curriculum, ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for History. The children are given the opportunity to think and behave as historians and archaeologists by examining, interpreting and evaluating a variety of sources in order to make deductions about the past. Our 'BE BRAVE' curriculum aims to deliver buzzing and engaging experiences, built on prior knowledge and enriched with relevant and rich vocabulary. Alongside this, our aim is to ensure the British Values are woven into the History curriculum, promoting values such as Mutual Respect, Tolerance and Individual Liberty and opportunities for SMSC discussions.

IMPLEMENTATION

The teaching, learning and sequencing of the History curriculum follows:

- Core concepts help to provide children with a bigger picture and encourage them to make more connections to events and ideas; they include chronology, interpretation, continuity and change, cause and consequence, similarity and difference and significance.
- A big question is used each term to overarch the Topic for every year group. The aim is for the children to find an answer to this question and integrate new knowledge into larger concepts.
- Topic icons are used as a way of exposing the children to the progression of skills. They are taught explicitly skill, and each lesson focuses on either a historical or geographical skill, or where appropriate both. Each topic encourages the children to think about which skill they are using to regain new knowledge. The icons are interactive and displayed on our Topic Enquiry board to support information, lines of enquiries and children's work.
- Enquiry based learning offers the children with enriched learning experiences fuelled by interest by practically exploring new historical concepts. The children become archaeologists and historians, by thinking creativity and enjoy finding answers to open ended questions.
- RED books- Reflect, Explore and Discover books are used to record practical, enquiry based learning taught throughout the year. RED books collect the thoughts and ideas the children have expressed in Topic whilst also sharing their work pictorially.
- Lines of enquiry underpin our core concepts and big question, by specific focusing in on a question to answer for the lesson. Lines of enquiries encourages the children to start putting together their historical knowledge to begin answering and connecting their thoughts to answer their big question.
- Topic days are igniting, fun filled and celebratory days where the children may dress up in their Topic themed fancy dress and share the learning and knowledge they have learnt throughout the term to other year groups. The whole day is devoted to a Topic themed curriculum in which the children explore their lines of enquiries.
- Buzz points are enquiry based learning lessons and events in which the children discover new information in an exciting, practical and stimulating way. These thrilling events help motivate and drive the children's love of learning in History, encouraging them to want to find out more.
- Brain bugglers are a way of pre assessing the children's knowledge before a Topic to see what the children already know, from this planning is informed and taught. At the end of the Topic, lightbulb tasks are completed to assess how much information the children have regained from their enquiry based learning, with mastery tasks offered to the children who achieve full marks to challenge them further.
- Memorable entrance days introduce and hook the children into their new Topics by motivating and inspiring and them to find out more. They are action packed days fuelled with thrill seeking experiences.
- Trips/visitors- Where applicable, children will have encountered or participated in high quality visits/visitors to further appreciate the impact of Geography.

IMPACT

Our 'BE BRAVE' History Curriculum ensures that the children at Hayfield Cross Church of England Primary School are equipped with geographical skills, knowledge and concepts of geographical events which will enable them to be reflective learners. Whilst doing this, we aim to implement a buzz across the school, fuelling excitement and curiosity year upon year motivating our pupils to be passionate for History readying them to become pioneers of the future. At Hayfield Cross we strive for:

- Children will have clear enjoyment and confident in History that they will then apply to other areas of the curriculum.
- Children will be taught relevant knowledge with subject skills in context.
- For the children to have thoroughly enjoyed learning about History, therefore encouraging them to undertake new life experiences now and in the future.
- A celebration of learning for each term which demonstrates progression across the school.
- Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.



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Rationale Appendix

Year 1

Autumn- This topic builds on EYFS and starts the children's KS1 historical learning about the lives of significant individuals in the past who have contributed to national and international achievements. This nurturing nurse's unit will teach the children about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.

Spring- Year 1 will look at toys through time, comparing old and new. Teaching chronology by taking one aspect of history and studying this in detail is a deliberate aim. We want to ensure we have captured the children's interest and then look at change over time in one area. To do this, the children will be given the opportunity to bring their own toys in to look at and discuss, and compare these to older 'traditional' toys, which their grandparents may have played with. Geographically, this unit links with the local study of Charles Wicksteed- a significant individual that have impacted our locality and an exploration of his park and how this has changed will be a focus.

Summer- In this term, the children will be introduced to the concepts of the monarchy and look at the similarities and differences between queens that have had reign over the UK. They will develop an understanding of chronology and an awareness of change and continuity by identifying how things have changed or stayed the same. This unit will help the children to understand history within their own country and how this impacts the people who live within this area. As a result, the children will use this knowledge as a baseline understanding which will be referenced back to throughout other year groups where similar concepts are explored in further detail.

Previous learning in EYFS

Year 1's 'People who help us' topic builds on the explorations that children make during EYFS through role play opportunities, being able to name and describe people who help them. This introduces the concept of 'community', which is later explored in further detail in Year 1.

Spring – The children will continue to think about past and present, comparing people within their families such as grandparents. As well as this, they look at changes over time, looking at the human life cycle from a baby to adulthood.

Summer – In EYFS, children will have opportunities to perform narratives and stories surrounding kings, queens and castles to broaden their vocabulary surrounding the monarchy in preparation for their learning in Year 1.



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Year 2

Autumn- Events beyond living memory that are significant nationally or globally is a KS1 History National Curriculum objective. The children will learn about the key events of the Great Fire of London, and develop an understanding of the ways in which we can find out about the past through discussing primary sources. They will increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century. As well as this, locality is significant, as the children will focus in on great fires within their locality as a comparison of time and progression to ensure that the topic is relevant to the children's immediate surroundings.

Spring- Hot and Cold places is generally a geography focused unit, however Year 2 will focus on a life of Sir Ernest Shackleton as an explorer and significant individual who has lived in the past and contributed to national and international achievements. This fits well with Year 2s summer topic, and it also fits well with other explorer's voyages explored across the school in other year groups. Shackleton also links well with hot and cold places studied as part of the geography curriculum within this term. Focusing on hot and cold places in year 2 sets the children up well for their learning within

KS2, where other specific locations are focused upon. The children will be able to draw upon their knowledge and apply it to their new learning with additional features being introduced.

Summer- Rounding off KS1 is the comparative study of two significant individuals who fall under multiple categories. Cook helped navigate many unexplored islands whilst, MacArthur is a local modern day explorer who achieved the fastest solo nonstop voyage around the world on her first attempt. The initial focus is upon Cook, explanations of his voyages and travel are explored before MacArthur is introduced, at which point direct comparisons about their journeys, struggles, achievements and impacts are made. Geographically, this links well with hot and cold places as both of these diverse significant individuals explored the Antarctic.

Year 3

Autumn- Given that this is the start of all human history and is a KS2 specific topic, it makes sense to study this in Year 3 as their first historical topic. This allows children to understand the progression of chronology easier as they start from the beginning. In addition, it allows children to understand how human life started, human's first achievements and the growth of civilizations as a whole. This can then be referred back to thought out other historical topics that have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. The unit will ensure that every lesson compares the advancements throughout the Stone, Bronze and Iron Age to allow the children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on each period. This then leads well into the Year 4 starting topic of the Romans.

Spring- A local study topic taught in Year 3 expands the children's local historical knowledge to begin thinking about their immediate region on a larger scale with an in-depth study. This started with Hayfield Cross and Wicksteed Park in Year 1, specific historical events that happened in Wellingborough and Northampton in Year 2 and now a focus on the Shoe and Boot industry in



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Kettering. It also allows development of learning, beginning to think about terminology such as: impact and change which appears later on in the key stage on an even greater scale.

Summer- Understanding the motivations and events behind the first English colony in America provides the children with an exciting opportunity to learn about freedom and belonging, enriched with PSHE and British Value links such as rule of law and democracy. The children are deepening their understanding of religion exploring how beliefs drive groups of people to take action towards independence. Belief is a theme that runs throughout KS2 and allows the children to focus in pivotal moments within British history that had a long lasting impact on Britain.

Year 4

Autumn- Chronologically, the Romans invasion and occupation of Britain followed on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and show how Britain progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, studying this topic in Year 4 makes perfect sense. It will also provide a great deal of comparison in later topics throughout Year 4 and 5.

Spring- This chronologically follows on from the Roman topic studied in Autumn Term Year 4 and it allows children to see the development of British history in chronological order. Whilst most lessons will centre around comparing Anglo-Saxons with Viking, references to the Romans will be made to contextualised their understanding and to see how, in many ways, Britain actually regressed. The topic will combine the study of Anglo-Saxons, their settlement in Britain and their struggles against the Scots.

Summer- The Vikings will then be introduced during the Summer Term and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain. This study will then provide children with an opportunity to compare the Anglo-Saxons with the Mayans in Year 6.

Previous learning Year 3

Children have learnt about the development of the Stone Age- Iron Age. Within these topics, they have looked at: Achievements, Housing, Society, Food, Entertainment, Beliefs

Year 5

Autumn- The impact of Ancient Greeks upon the western world is an overview study and the first historical topic within Year 5. This has been placed here to make comparisons with the Ancient Romans as they existed at similar periods and have very close relationships with them. It also offers opportunities to compare the impact of Rome with those of the Greeks on Britain and the Western World. Themes such as democracy and philosophy work well in Year 5 due to the maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. This topic allows for primary source work to question validity, bias and perspectives, allowing the children to understand that sources can be biased and change depending on viewpoint.



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Previous learning Year 4

Children have learnt about the development of Britain through Roman and Anglo-Saxon Britain as well as the impact the Vikings had on Britain during their invasion. Within these topics, they have looked at: Achievements, Housing, Society, Food, Entertainment, Beliefs.

Spring- Space is taught in Year 5 to explore a significant turning point in British history. This unit allows children to consider the impact that technology has had to transport. Previously, Year 2 consider how useful boats were during their comparison of Captain James Cook and Christopher Columbus and this looked at again in year 4 when they consider the importance of transport and trade. Therefore, this unit provides children to reflect on the advances of transport a whilst continuing to think about the future and ways in which transport will continue to develop. Focusing on monumental events such as the first moon landing, first woman to visit space and the space race ensure the children have a chronological understanding of the timeline of space travel.

Summer- N/A

Year 6

Autumn- Having learnt about the achievements of the Stone Age in Year 3, this provides the children with great opportunities for comparative work and to form judgements on the advances of the other societies and civilizations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Providing an overview of the earliest civilisations before an in-depth study of Ancient Egypt will allow children to place their learning into context and see how, geographically, for the most part, Africa, the middle East and Asia were the hub of human growth and development. Links can also be made to the Ancient Romans, studies previously in Year 4, as there is an overlap in their history and relationships between Rome and Egypt were fairly pronounced. They also provide interesting comparisons in terms of housing, religion and food.

Spring- This post-1066 thematic unit has been selected because it provides children with a broad chronological sweep of nearly a thousand years. It is helpful because this topic can be linked to work done on Saxon justice in Yr4. This unit encourages enquiry based questions to be explored, in a safe space with room for informed debates and discussions. The children will be able to make links to relating issues to the present day and draw upon their knowledge of history through the years to explore 'change' in the criminal justice system.

Summer- Studying the Mayans offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. With the children having learnt about the Vikings in Year 4 Ancient Greece and the Amazon rainforest in Year 5, following up with this unit in Year 6 helps to reinforce learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya, in relation to locality and industry. This also provides a comparison to a non-European society that contrasts with the children's own experiences.



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Previous learning Year 5

Children have learnt about the development of Ancient Greece. Within these topics, they have looked at: Achievements, Housing, Society, Food, Entertainment, Beliefs.