







Challenge, Equality & Opportunity

History

Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p> 	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	<p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p> 	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others.</p> <p>Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

History Intent

We can build knowledge and skills

Provide a history curriculum that provides the knowledge of Britain's' past and that of the wider world.

Develop key skills in asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

Develop knowledge of the past and an awareness of the passing of time within a chronological framework.

We are Creative

Recognise similarities and differences between ways of life at different periods of time.

Appreciate connections, contrasts and trends over time across the periods of time that are studied.

Learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of sources.

Know the past can be represented in different ways and that this can influence opinion.

We are Resilient

Use a wide vocabulary of appropriate and accurate historical terms.

Ask and answer questions with confidence drawing on chronologically secure knowledge.

These questions may challenge their own views and thinking, or that of others.

Evaluate and re-evaluate opinions, adjusting points of view if appropriate, in the light of subsequent learning and additional evidence.

We Understand Ourselves and Each Other

Develop their understanding of their own and other cultures through studying a range of periods of local, British and world history.

Work collaboratively to develop their research skills, develop communication and critical thinking skills.

Give children the language, experience and knowledge to evaluate their own work and the work of others.

Begin to understand the motivation and viewpoint of the creators of sources of evidence that are investigated, and what they were aiming to communicate.

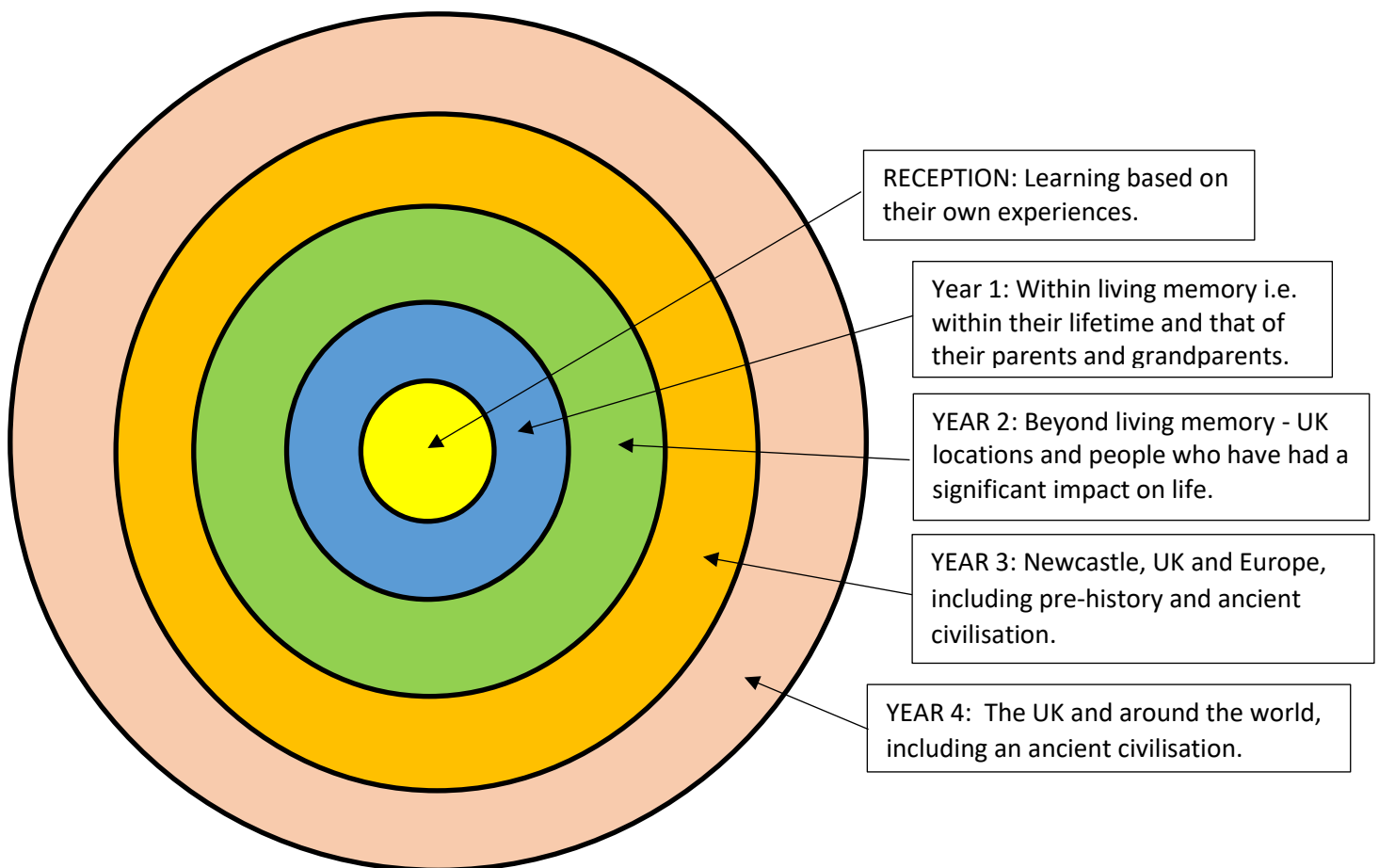
Evaluate sources of evidence from relevant periods of history, expressing opinions that are constructed from the historical information.

History Implementation

The Havannah History Scheme of Work is developed to meet the needs of the children at Havannah First School and to ensure learning is relevant and meaningful based on the experiences of the children and the region of the UK and world in which we are located. This is achieved while also fulfilling the requirements of the National Curriculum.

Key knowledge and skills are identified for each year group. It should be noted that the National Curriculum for Key Stage 2 has been distributed between first schools and the middle schools within the Gosforth Schools Trust to ensure that all requirements of the National Curriculum are covered by a child on a typical pathway through schools in the Trust.

OUR APPROACH TO HISTORY







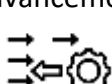
HISTORY IN THE EARLY YEARS FOUNDATION STAGE

The History elements of the Early Years Foundation Stage are taught through the 'Understanding the World' strand of the EYFS Framework. These are detailed below:

Three and four year olds	Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history
Reception	Understanding the World	<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.
ELG	Understanding the World	Past and Present <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.

DISCIPLINARY KNOWLEDGE (Second order concepts)

This term refers to knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. This knowledge can be transferred across aspects of History that are learned about while attending Havannah First School, but it can be further developed and applied to their learning beyond our school. This may include abstract terms that can be used in different periods of history and historical concepts that run throughout the scheme of work. The historical concepts on which we focus at Havannah First School are shown below with the units in which each are addressed.

CONCEPT:	Civilisation 	Empire 	Invasion 	Cultural Change 	Technological Advancement 
Year 1	Childhood	Grace Darling	-----	Childhood Grace Darling	Childhood Mining in the Local Area Grace Darling
Year 2	The Great Fire of London	Queen Victoria	Queen Victoria	The Great Fire of London George Stephenson	The Great Fire of London George Stephenson
Year 3	Ancient Greece	Ancient Greece	Ancient Greece	Shipbuilding on the River Tyne	Stone Age to Iron Age Shipbuilding on the River Tyne
Year 4	The achievements of early civilisations; in depth study of Ancient Egypt	The Roman Empire	The Roman Empire	The Changing Power of Monarchs – the Tudors	The achievements of early civilisations; in depth study of Ancient Egypt
Number of times examined	4	4	2	6	8

Year 3 & 4 (2022-23 only)	Ancient Greece	Ancient Greece	Ancient Greece	Shipbuilding on the River Tyne	Stone Age to Iron Age Shipbuilding on the River Tyne
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SUBSTANTIVE KNOWLEDGE (STICKY KNOWLEDGE)

This term refers to knowledge about the past, 'factual knowledge' that is learned while investigating a particular aspect of the past that is covered by a year group. This could be considered as a 'set' of facts about a historical period that could be learned and recalled by a child. We refer to this as 'sticky knowledge' to reflect the intention that this is learning information that can be recalled at a later date. To support putting this knowledge into a context, all children have an age appropriate timeline added to the front of their History book. This is referred to throughout the unit being learned about and linked to the time periods that have been previously studied by the children. Below is the outline of the substantive knowledge that is covered in Havannah First School.

IN EYFS:

Understanding the World Experiences						
Split into Past/Present, The Natural World and People/culture/Communities						
Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events						
Understanding the World	EYFS Statutory Educational Programme: EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Past/Present	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Studying our families and ourselves	Guy Fawkes: compare and contrast character from stories, including figures from the past.	Explorers Past and Present - David Attenborough and Ernest Shackleton	People who help us - Farmers past and present – machinery changes etc.	Look at lives of significant people e.g. Jane Goodall, David Attenborough, Joy Adamson, Chris Packham, JB (Down on the farm), Hamza (Let's go for a walk) What did they do? How did they raise awareness of conservationism?	TT - How has life changed e.g. Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for?
	Our past – old/young – Exploring concept of who is old and what life was like	Remembrance Day – Historical (past events)	Superheroes – Past/Present - Mary Seacole	People who work during the day/night – firefighters, doctors, nurses – Historical – Florence Nightingale – Present Day nurse.	Begin to make sense of their own life-story and family's history (Studying baby pictures – growth)	Pirates - How life has changed – boats, clothes Why did we have pirates? Finding out about famous pirate figures
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Maggie Aderin-Pocock – Space - British space scientist and science educator – Significant people				

UTW – The Natural World	Autumn changes (Seasonal change)	Gravity: Rocket Launching	Winter weather (Seasonal Change) changes Studying frost, snow, ice.	Spring – New Life – Animals. Changing seasons – what happens on a farm at different times of the year	Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers	Exploring the seas/maps: Where are the seas and oceans? What's it like at the seaside? What's like on an island? What features can I see? What symbols can I use on a map?
	Leaf study – Autumn bags Studying different leaves, twigs and other found objects Looking at maps of local area – My house and My School Where do I live? Where is my school? What is it like here?	Bubbling magic potions Fire Safety/Sparklers Day/night – linked to space Maps: Can I draw a map of my journey to the postbox ^{postbox} ? (Santa letters) Space: What do I know about the Earth? Where are countries that I have visited? What is it like on the moon? How is it different to Earth? How do day/night views of the Earth from space differ? Why?	Ice experiment: How can we make ice? How can we melt ice the quickest? How does the environment differ to now? What is the weather like now? How has it changed? What do I need to wear? Here and in Antarctica? Explorers – Contrasting maps of Antarctica and where we live. What different? Why?	Farm – Where does food come from? Link to healthy eating Maps : Difference between town and countryside. Where we live and farm? Duckling Hatching Programme – Life cycle of a duck	Maps : Link to story 'What the Ladybird Heard'	Seasonal change: What is the weather like now? How has it changed?

UTW – People, culture and Communities	What makes people special? Who is special to me? What is a religion?	What is Christmas? Who celebrates it? Why do people celebrate Christmas?	What is a role model? Superheroes are all around us! Teachers, police, paramedics ^{paramedics} , doctors – arrange visits into school to talk.	Recognising that people have different beliefs - Easter What changes in spring? What symbols are linked to Easter? Why is Easter special to some people?	What is this habitat/environment like? How is it different? What are its features? What is it like to live here?	Special places: What makes places special? What places are special to you? Why? What special places do you visit? Where are special places in our community? What is a church, synagogue, mosque? Why do people go there?
	What does it mean to belong? Which groups do you belong to and how do they give you a sense of belonging? Why is belonging to a faith community important to some people? How do believers show they belong to a faith community?	What is the Christmas story? How do people celebrate Christmas? What is a celebration? What do I celebrate? Does everybody celebrate the same things? What is the same about our celebrations? What is different about our celebrations? What stories are linked to celebrations?	What is a harvest festival and what is it for? How and why does our school celebrate Harvest? What is the Jewish festival of Sukkot about?	What is the story of Easter? How do Christians feel at Easter? How do people celebrate Easter? Why is it important to show thankfulness? What are you thankful for and to whom, and how should you show gratitude?	What is friendship? What are the qualities that make someone a friend? Who were Jesus' friends and family? Why was Jesus a friend to children?	

Key Stage 1 & 2

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR ONE	Toys from the past	Mining at Havannah	Grace Darling
YEAR TWO	The Great Fire of London	Queen Victoria	George Stephenson
YEAR THREE	Stone Age to Iron Age	Ancient Greece	Shipbuilding on the River Tyne
YEAR FOUR	Ancient Egypt	The Roman Empire	The Changing Power of Monarchs - Tudors

For 2022-23, there is the legacy of a mixed age class in Key Stage 2. For this reason, to avoid repetition in 2023-24, the following substantive knowledge is being learned in Key Stage 2.

KS2 2022-2023	Stone Age to Iron Age	Ancient Greece	Shipbuilding on the River Tyne
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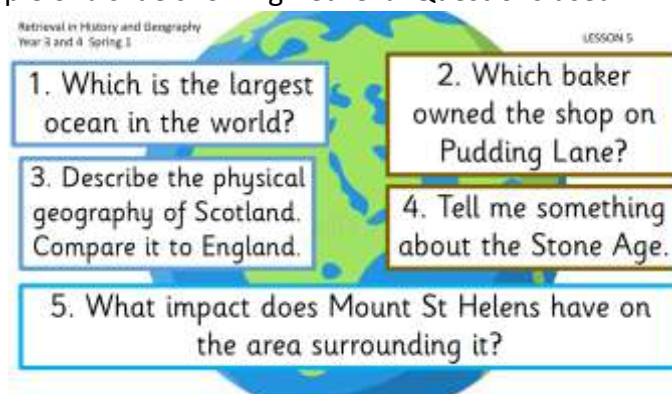
Further detail about the substantive and disciplinary knowledge within the curriculum at Havannah First School can be found on the [Long Term Plan for History](#).

The **Progression Map** (see separate document) shows the expected progression through the Disciplinary Knowledge in each year group. This document can also be used to plan support for children who are not working at Age Related Expectations, as teachers can adapt tasks related to the Substantive Knowledge being taught.

RETRIEVAL PRACTICE

At Havannah First School, we recognise the importance of regular retrieval practice to enable children to recall their prior learning – what we refer to a ‘sticky knowledge’ – whether this was learned in a previous key stage, year group or term. We have introduced and are continuing to develop this at the beginning of each History lesson with a series of questions being asked of the children, encouraging them to think back to prior units of learning. This is beginning to have an impact and the children’s ability to recall key pieces of information is improving, however we are aware that we are in the early stages of developing this and the full impact of it will only be seen over time.

An example of a slide showing Retrieval Questions used in Key Stage 2:



TEACHING – the History lessons.

History is taught as part of the continuous provision and as discrete lessons in Reception. In KS 1 and 2, there are three units for each year group, each unit consists of 5 or 6 lessons which are usually taught discretely. It can be taught weekly across three half terms (usually the second half of each term) or some units can be delivered on a history focus day or across several afternoons. We have built in flexibility to ensure that history is not ‘squeezed’ out of the busy curriculum and it is taught in the most appropriate way for each year group or class.

Please see [Long Term Plan for History](#) for more information.

History is not usually planned to match other topics in the curriculum but the units can be adapted where natural links form between history and other subjects. There are some ‘natural’ links with other subjects, especially Geography, and teachers use these to help the learning become more relevant to the children that they teach. These are highlighted on the Long Term plan for History and Geography. Where additional links are identified, teachers meet with the History lead to discuss this and ensure that any adaptations still include coverage of the Havannah History Curriculum.

A Typical History Lesson at Havannah First School

Each KS1 and 2 lesson typically follows the following format:

1. Fast recall (retrieval) of prior learning, including the previous lesson's content (knowledge and skills).
2. Setting an investigative question which will be the focus of the lesson, establishing that the question will be answered by completing the learning activities undertaken in the lesson.
3. Introduction to the historical element in the context of the question being investigated during this lesson. (This may involve use of video, sources of evidence, a presentation or other teacher-led input.)
4. Children practising and exploring as they apply and further develop their knowledge and skills in order to formulate an answer to the investigative question. (Again, this may involve the use of sources of evidence.)
5. Evaluation learning and formulation of an answer to the investigative question set at the beginning of the lesson.

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with educational visits undertaken at least once in each year group to support the development of the children's knowledge. Examples of possible visits are included as part of the Long Term Plan.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the Long Term Plan.

SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS

<https://www.history.org.uk/>

<https://www.history-rocks.com/>

<https://www.keystagehistory.co.uk/>

<https://www.facebook.com/primaryhistorymatters/>

<https://schoolshistory.org.uk/topics/primary-history/>

<https://schoolshistory.org.uk/topics/great-resources/>

<https://www.bbc.co.uk/teach/school-radio/history/zfmj92p>

<https://www.mrtdoeshistory.com/>

