

Trinity First School History Curriculum

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

National Curriculum 2014

Curriculum Intent

Our aim is for all children to leave Trinity First School with a lifelong love of History as well as fulfilling the requirements of the National Curriculum. Learning History is about developing a child's sense of the past. History also develops a sense of the present, making a unique contribution to their development as informed citizens in a democratic society. Progress in history requires all aspects of the curriculum to be developed together, historical knowledge and skills need to be taught alongside each other. Our History curriculum intends to enable pupils:

- to develop **teamwork, curiosity, respect, resilience and kindness**
- to develop an understanding of how the past influences the present
- to develop an understanding of key periods, events and people in history
- to develop a secure understanding of chronology and use this to organise their understanding of the past
- to ask and answer historical questions
- to understand change and continuity with respect to people, places, events and ways of life, and consider reasons for change and continuity
- to develop a range of enquiry skills in order to interpret and evaluate both primary and secondary sources of evidence
- to understand the distinction between facts and interpretations, and realise that a range of interpretations exist
- to communicate their knowledge and understanding in a variety of ways
- to value diversity and embrace this and to overcome issues of stereotyping
- to understand the influence of history on society today

Curriculum Implementation

A variety of experiences will support the achievement of this intent. Children will have opportunities to:

- learn through stories about the past
- research history in the local area, Britain and the wider World
- work with sources of primary and secondary evidence and exercise skills of historical enquiry
- understand and use language associated with chronology, and other subject specific vocabulary (see 'Trinity First School Historical Vocabulary' document)
- to participate in off-site visits which complement school based learning
- to participate in workshops organised by the South West Heritage Trust
- use resource boxes from the South West Heritage Trust
- use knowledge organisers to support the learning of key vocabulary and knowledge

In order to ensure progression throughout the school teachers refer to the ‘Trinity First School Progression for key Knowledge, Skills and Understanding’ document. We have produced our own schemes of work, some of these are based on schemes of work produced by the Historical Association and Key Stage History. In each key stage a range of resources are available in order to enhance learning and teaching in history. We realise the powerful learning opportunities facilitated by the provision of off-site visits and other occasional activities such as History days and workshops. The history coordinator liaises with the Frome Learning Partnership History group and Oakfield middle school in order to ensure progression throughout Key Stage 2.

History Curriculum Overview 2021/2022 onwards

History	AUTUMN	SPRING	SUMMER
<u>EYFS</u>	All about me boxes Sir Captain Tom Moore Guy Fawkes Florence Nightingale	Toys Arctic Explorers Mary Anning Traditional Tales	Queen Seaside Grace Darling
<u>Year 1</u>	Once Upon a Time Queen Elizabeth I, King John, Queen Elizabeth II, King Charles III	Adventurous Explorers Captain Scott	Marvellous Machines Local link- Jenson Button
<u>Year 2</u>		Under the Sea The Titanic Fire, Fire The Great Fire of London	When will I be famous? Florence Nightingale and Mary Seacole
<u>Year 3</u>	Local Study (short unit) J.W. Singer	Stone Age to Iron Age Local link Iron Age Somerset	Ancient Egypt
<u>Year 4</u>	Ancient Greece	Ancient Greece	Romans in Britain Local link- Roman Baths and coins Time Box

Curriculum Impact

We recognise the importance of on-going assessment. Assessment will be an integral part of each lesson and represents a cyclical process whereby the teacher and children will reflect upon the teaching and learning and make adjustments accordingly. We use the ‘Trinity First School Progression for Key Knowledge, Skills and Understanding’ based on Chris Trevor (Historical Association) document to assess progress. The end of each KS2 unit of work the children complete an assessment task. The subject leader carries out learning walks, book looks and pupil voice discussions to evaluate impact.