

History at Falconhurst School



Intent for our Historians

At Falconhurst School, we intend for our children to gain a coherent understanding of Britain's past and that of the wider world. Our language rich curriculum seeks to inspire children's curiosity to know more about the past. Children are actively encouraged to develop the skills of asking perceptive questions and think critically using sources of evidence to support their opinion. The curriculum is sequenced so that pupils can make reference to prior knowledge and explore new opportunities for knowledge when understanding how people's lives have changed, how diverse societies were, and the challenges that were faced.

Characteristics of a Historian

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| <ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. • The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. • The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. | <ul style="list-style-type: none"> • A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments. A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. |
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Implementation of History

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

1. Investigate and interpret the past
2. Build an overview of World History
3. Understand chronology
4. Communicate historically

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

Essential National Curriculum Opportunities Key Stage 1	Essential National Curriculum Opportunities Key Stage 2
<p>Look at:</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality. 	<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. • Britain's settlement by Anglo Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England. • A local history study. • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of one of the following: <ul style="list-style-type: none"> ○ Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. • Ancient Greece. • A non- European society that contrasts with British history chosen from: <ul style="list-style-type: none"> ○ Early Islamic Civilization ○ Mayan Civilization ○ Benin. • History of interest to pupils (non-statutory)

Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To Investigate and Interpret the Past	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
To Build an overview of World History	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To Understand Chronology	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

Evaluating the Impact of our History curriculum on pupils' outcomes

Both teachers and pupils are involved in assessment of learning. At the start of the topic teachers will ascertain children's prior knowledge through the use of quizzes and mind maps. During the course of a lesson, learning is continuously checked via questioning and discussions with pupils. Throughout the unit, children are given POP (proof of progress) tasks where they can demonstrate the level of understanding they have reached.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as a Historian are Museum Curator, Tour Guide, Archaeologist, History Teacher...