



## History Subject Statement

<p><b>Subject</b></p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><i>‘A people without the knowledge of their past history, origin and culture is like a tree without roots’ – Marcus Mosiah Garvey</i></p>		
<p><b>Purpose and aims</b></p>	<p>At Ashmount Primary School, the intent of our history curriculum is to ensure pupils access a broad, balanced and ambitious history curriculum that promotes a love of history and an interest in the past. We want <i>all</i> pupils to access our history curriculum and make progress throughout their school years, preparing them for the next stage of their education, and life beyond. We want to provide children with a context for our society in Britain and the world beyond, and open up conversations about social justice and equality in the past and present, enabling our children to become active members of society.</p> <p>By the end of each key stage, pupils will have embedded the essential knowledge and skills laid out in the Nation Curriculum. We use the NC as the basis for our curriculum, support teachers to teach the topics within it with high quality resources and schemes of work developed using resources from the Historical Association, consultant partners and the expertise of the subject leader.</p> <p>As part of fulfilling our aspirations to teach an ambitious curriculum, we also teach some content that is supplementary to the subject areas listed in the national curriculum. These topics have been included to reflect the diversity of our community and our children’s needs and interests as citizens in the multicultural place we live – London. They were developed in consultation with our local community, parent focus groups, and specialist consultants in the field of equality and diversity.</p>		
<p><b>Core values</b></p>	<p style="text-align: center;"><u>Community</u></p> <p>Our history curriculum gives children a deeper understanding of the community in which they live in numerous ways. From understanding Britain as it is today, and the journey that brought it here, to understanding how Islington has been involved in national achievements and change, children are given a context for the communities in which they live.</p>	<p style="text-align: center;"><u>Responsibility</u></p> <p>Through rich discussions about cause, effect and the experiences of different groups of people over time, children are taught that they have a responsibility to be active and thoughtful members of the society in which they live.</p>	<p style="text-align: center;"><u>Growth</u></p> <p>Opening children up to a diverse range of cultures, civilisations, and societal models enables children to expand their understanding of humans and how they have lived together in different ways.</p>



## Knowledge and skill progression

- Children begin to build their historical skills from Nursery. We use the Development Matters document to support planning and ensure that children meet the early learning goals specified in the EYFS curriculum. Under the area for development named 'Understanding the World' children make progress in the areas of 'past and present', and 'people, culture and communities', which forms the basis of their historical foundations. We teach a discrete 'understanding the world' session once weekly, related to a chosen strand, as well as setting up opportunities in our learning environment and our continuous provision for children to explore ideas from these strands.
- In Nursery, relevant topics range from 'Ourselves', 'Once upon a time' 'Journeys and Transport' and 'Great Outdoor Explorers'. Children develop ideas about themselves and their own past and personal histories. They think about changes within their own life time and changes they have undergone in their life time. They talk about themselves and their own histories, using oral histories. They make comparisons between jobs in the past and now, are shown images of familiar situations in the past, and start to think about the history of the local area in 'Great Outdoor Explorers' which focusses on parkland walk.
- These skills are built upon in Reception when pupils return to the 'Ourselves' topic for Autumn 1, expanding the topic to think about family histories and the local community. The 'People Who help us' topic also builds on the transport topic as it returns to ideas about jobs in the past and present, and thinks about the roles of people in our communities.
- Throughout the EYFS years, children develop language related to chronology and time passing. Closely linked to literacy, they develop sequential language through looking at stories or retelling events. They compare characters from stories, including characters from the past.
- In KS1, we continue to follow the national curriculum. In Y1, we build on the skills developed in EYFS through the topics 'toys' 'school days' and 'explorers'. This enables children to explore changes within living memory that are directly relevant to them. For instance the topic of toys, which is an accessible way for children to start to explore ideas about how an area of life might have changed, and what this can tell us about change in national life or life more generally. Children also start to develop and understanding of chronology, for example sorting different toys into chronological order. They build on existing sequential language, developing more historical terms such as past, present, old, new, a long time ago. Teachers are supported in this progression through the skills ladder which shows how a similar area e.g. 'chronological language' develops in each year group.
- In Year 2 we cover other areas of the KS1 curriculum, looking at significant individuals in 'Wonder Women', which is a starting point for children to think about the historical concepts of significance and importance. Children also carry out a local study around Islington's diverse history and look at how Islington has changed in the last 50-100 years. Children look at changes to local highstreets, using this information to make conclusions about changes to national life, and draw similarities and differences between different periods (then and now). Children look at census data to enquire as to how Islington has changed. This also serves to broaden their understanding of the different ways we can learn about the past, as previously they may have focussed on stories, objects and photos/pictures. Children then move on to look at some key figures within Islington and how their achievements have contributed to national change. Finally, in Year 2 children look at the Great Fire of London, an event outside of living memory that has been significant nationally. This enables them to start to thinking about cause and consequence.



- In KS2, we continue to teach the national curriculum. We have made the decision not to teach the history of the British Isles chronologically, instead trying to think about what is age appropriate for children. Conceptually, the Stone Age was presenting challenges when we taught it in year 3, as it took place a very long time ago, which was a big leap for children's understanding when previously the furthest event from living memory children have learnt about was the Great Fire of London. The long period of time it covered was also hard for children to understand. Our rationale for sequencing was to give each year group a sense of pre 1066 history and post 1066 history, so that their chronological understanding is built up in this way year on year. Our sequencing also means that each year group looks at a time period in AD and BC, which means we return to this concept each year, reinforcing the children's understanding of this as a way to sequence historical events. We use timelines and 'bigger picture' slides to ensure children gain a sense of overarching chronology for the historical periods they have learnt about, and can place historical periods they are learning about into a wider context.
- We also ensured that some thematic units of work came later on in the key stage, so that children had a variety of periods already learnt about that they could draw upon to 'make connections, contrasts and trends over time'. This also provides opportunities for children to return to learning done earlier in the key stage, helping them to remember more.
- In order to ensure teachers are aware of the progression of knowledge, concepts and skills at each stage, they are provided with a crib sheet created by the history lead that outlines key concepts, key skills covered, key knowledge to be taught in each unit, along with listing relevant previous knowledge. Our curriculum map also outlines skills covered in each unit, so that teachers can see how these skills are being built up year on year.
- Teachers are also provided with a flip chart template containing some key slides, for example the timeline slide that enable teachers to contextualise any new learning alongside period previously learnt about, building a sense of coherent chronology and helping children to draw connections between different periods.
- In Year 3, children start with the Topic 'Roman Rule' which looks at the Roman invasion of the British Isles. Our rationale was that of all the pre 1066 and BC time period studied, this one was an area in which children were likely to have some contextual understanding already. However, on the provided crib sheet, it is flagged to teachers that several of the historical concepts here are new, for example invasion, empire and the idea of conquering. Teaching of this new vocabulary is therefore rigorous as the children are introduced to these new ideas. They also use timelines and cover AD and BC for the first time. As well as answering key questions about when and why the Romans invaded Britain, children consider how historians know about this period of history, and learn about artefacts and archaeologists. Later in the year, Year 3 cover Diversity in Georgian London and Transport, a local history study. Transport enables them to loop back to understanding developed of local transport networks, and transport in the past and present touched upon in EYFS.
- In Year 4, children learn about the Ancient Egyptians, Empires and Britain in the Stone, Iron and Bronze Age. They build on concepts developed in year 3 such as ancient civilisations, invasion, and empires. They look at the British Empire and make comparisons with another empire, enabling them to begin to think about cause, consequence and similarity and difference. They continue to develop disciplinary knowledge through a consideration of different sources and how these differ between periods of history.
- In Year 5, children look at Migration, Anglo-Saxon and Scottish invaders, and Ancient Mayan civilisation. Contextual knowledge about the British Empire is built upon in the migration topic, in which children learn about why people have moved around in the past. They then



	<p>focus on the motivations and legacy of those who migrated as part of the Windrush generation as a case study, again using their contextual knowledge of the British Empire to underpin this.</p> <ul style="list-style-type: none"> <li>In Year 6 children look at Ancient Greece, Protest and Uprising, and Viking invaders and settlers. Ancient Greece introduces them to new concepts such as democracy, as well as building upon developed concepts such as ancient civilisations. Protest and Uprising encourage children to think about social change and how this has been carried out or actioned in the past, linking to their understanding of cause and consequence, and encouraging them to think analytically about the different ways groups have gone about bringing about social change.</li> </ul>		
<p><b>Characteristics of effective learning</b></p>	<p><u>Engagement</u></p> <p>History is taught weekly across three half terms. During lessons, children have access to high-quality resources such as information texts, audio/visual resources, artefacts to support their knowledge and understanding. Educational visits and workshops are planned in to enrich children’s learning.</p>	<p><u>Motivation</u></p> <p>Teachers plan interesting and thought-provoking lessons, igniting curiosity within the children they teach. Children are motivated by the content within the lessons and clear progression allows them to understand how their new learning fits into what they have previously learned.</p>	<p><u>Thinking</u></p> <p>Teachers equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Knowledge organisers for each unit are used to support children in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.</p>
<p><b>Communication and vocabulary</b></p>	<p>Communication is something we value highly at Ashmount. We use knowledge organisers which have key vocabulary and definitions on so pupils can refer back to this throughout their unit and build their vocabulary. Teachers also display and talk about the key subject specific vocabulary in each lesson. Lesson crib sheets, produced by the subject leader included key vocabulary to be taught over the unit of learning. Over a sequence of lessons, children have opportunities to discuss, explain and share their learning.</p>		
<p><b>Cultural capital</b> “the essential knowledge pupils need to become educated citizens”  “introducing them to the best that’s been thought and said”</p>	<p>Our History curriculum ensures that pupils gain the essential knowledge of the past that they need to become well-educated citizens who are informed and willing to challenge the status-quo. Over time, they learn about specific periods of time and significant individuals. They are given opportunities to discuss and reflect on how the past has impacted our world today.</p> <p>In KS1, pupils learn about changes within living memory, events beyond living memory that are significant nationally, for example, The Great Fire of London which is studied in Year 2. They also learn about the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places within the community.</p> <p>In KS2, pupils learn about 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 to the time of Edward the Confessor, a local history study, a study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066 and the achievements of the earliest civilizations.</p>		



<p>“engendering an appreciation of human creativity and achievement”</p>	<p>They also learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world and a non-European society that provides contrasts with British history – Mayan civilisation in Year 5.</p> <p>Our history curriculum is enriched by workshops and educational visits to places such as: The British Museum, The National History Museum, Islington Library, The Transport Museum.</p>
<p><b>Learning experiences</b></p>	<ul style="list-style-type: none"> <li>• History is taught for one hour a week on alternating half terms.</li> <li>• Children attend History based Educational visits related to their topics.</li> <li>• We celebrate BHM which sees involvement from parents across our community as they come in for workshops and help organise our community celebration event each year. We consult with a key group of parents each year before planning and organising our approach to BHM, where they share ideas for the focus and for workshops etc. As part of BHM children also undergo separate workshops, for example local history guided tours to shed light on the diversity of Islington’s history, or drama workshops that look at inspiration Black British Figures from the recent past.</li> <li>• We celebrate Windrush day as a school.</li> <li>• Assemblies often cover significant historical events supplementary to the curriculum, e.g. Bristol Bus Boycott assembly.</li> </ul>
<p><b>High quality resources</b></p>	<ul style="list-style-type: none"> <li>• We use schemes of work from the Historical Association as a foundation for lots of our units of work. These are tweaked into planning sequences that cover areas relevant to our children and what they have already learnt previously.</li> <li>• Folders of high quality resources are saved for each year group by the subject lead. These are resources from historically sound organisations, for example the National Archives, short explanatory videos from BBC, The Black Curriculum etc, universities that have produced resources for particular units etc.</li> <li>• Teachers use primary sources in lessons in every unit of work, exposing children to disciplinary knowledge and encouraging them to think about how we know about the past and any problems working with sources can prevent.</li> <li>• There are high expectations set through CPD and monitoring that teachers will use high quality resources from historically sound places.</li> </ul>