



Cawston Church of England  
Primary Academy  
  
History Curriculum



### History Vision

At Cawston our vision is to give all children a lifelong love of history by **'Growing Excellence'** in all that they do.

- We begin by **'Planting'** knowledge, skills and enquiries throughout their time learning history as they move between classes and key stages. Each skill and knowledge helps them to develop what they need to progress onto the next stage.
- Jesus said that seeds will flourish if they are nurtured properly. All of the skills and knowledge a child needs in history are carefully developed by **'Nurturing'** them through quality first teaching, using excellent resources such as websites linked to the enquiry being studied, books, artefacts and school visits to museums and other places of historical interest.
- At every stage, we will see them **'Flourishing'** as they apply all that they have learnt and communicate their findings in a variety of ways including written and oral work.

## Intent

The history curriculum at Cawston is a coherently planned sequence of enquiries and lessons which help pupils ensure they have progressively covered the skills and concepts required in the National Curriculum. Our aim is to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning across the curriculum. These key historical concepts are constructing and sequencing the past, change and development, cause and effect, significance and interpretation, carrying out enquiries and using sources as evidence.

In KS1 enquiries focussing on topics such as 'Toys' and 'Significant Individuals' such as Mary Seacole enable children to acquire an understanding of time, events and people both within and beyond their living memory. This is where children begin to get a real sense of chronology and time as well as inspiring critical thinking skills.

The intent in lower KS2 is that children can build up their knowledge of chronology, British history, focusing on local as well as national aspects of our country's narrative from the 'Stone Age' to the 'Saxon and Vikings'. Children also complete an enquiry about the Shang Dynasty.

Upper KS2 allows the children to continue the chronology of British history from the 'Victorians' to 'World War 1' and 'World War 2' while also giving the children an opportunity to research how these world changing events affected the locality of Cawston and Norfolk. Enquiries about 'Ancient Greece' and 'The Maya' allow the children to compare and contrast events and people concurrently in different locations around the world. This also allows for children to share their findings with each other across classes and key stages.

## Implementation

A concept and enquiry based approach has been implemented to ensure history is taught focusing on the knowledge and skills stated in the National Curriculum. Carefully planned topics ensure there is a progression of historical skills and knowledge across the school with teachers planning engaging lessons that follow our progression of knowledge and skills document. Each topic starts with the children self-assessing what they already know and later revisited at the end of the topic to demonstrate knowledge acquisition. At the centre of our history curriculum is the use of deep thinking enquiry questions as a whole topic and lesson drivers. These deep thinking questions allow the children to weigh evidence, scrutinise arguments, make connections and develop their own judgement. Our children's journey as historical thinkers starts in EYFS where children begin to think about special events in their own lives. As our children progress through KS1 and KS2 they build upon these foundations and are able to ask meaningful questions, think critically, understand chronology and gain historical perspective by making connections between the topics that they have learnt. We engage and enhance our children's opportunities through educational visits and visitors as these play a key role in helping children to understand history in the context of real life. Diversity is promoted throughout the history curriculum. We recognise the role of all genders, races and religions in British and world history. 'Black History' and the role of women are threads that run throughout the key stages and the lives of significant people and events are planned accordingly.

## Impact

By the time the children leave Cawston, they will have a solid understanding of chronology and be able to use the associated vocabulary of time. They will be able to confidently talk about people, places and events and their significance. Children will be able to select and use sources of evidence to substantiate an enquiry and ask questions to develop their knowledge and understanding further. They will be able to communicate their findings and knowledge in a variety of ways and will have been to museums, historical sites as well as talking to people with historical knowledge they can use.

## Early Learning Goals

### Understanding the World-Past and Present

- 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.

### Key Stage 1 National Curriculum Expectations

#### Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

### Key Stage 2 National Curriculum Expectations

#### Pupils should be taught 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 or theme in British history that extends pupils chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.