

Manor Junior School

Curriculum Statement – History

Quote:

'A people without the knowledge of their past history, origin and culture is like a tree without roots.' — Marcus Garvey

<p>The national curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>6 Step Enquiry Approach</p> <p>Step 1- Hook/Enquiry question What do you notice? Key question to inspire, fascinate and ignite curiosity. What questions do we have?</p> <p>Step 2 - Investigate and explore Collect information in interesting and varied ways using historical skills.</p> <p>Step 3 - Make sense of ideas and process the information Be history detections. Make connections, comparisons and spot patterns. Use knowledge to give reasons and make hypotheses.</p> <p>Step 4-Draw conclusions and make own meaning Begin to answer enquiry questions. What further information or knowledge is needed?</p> <p>Step 5-Reflection An opportunity to check, develop and refine understanding. Explore new ideas, materials and perspectives. Recognise what is significant.</p> <p>Step 6 - Outcome Demonstrate understanding in imaginative ways (written/ pictorial/ verbal). Apply new skills and knowledge and answer key question. An opportunity to showcase how we have been inspired, curious and fascinated and celebrate learning.</p>
<p>Intent – Aims</p> <p>Our aim in history is to create inquisitive, enthusiastic and respectful historians, through our ‘Explore, Learn, Achieve’ curriculum. We believe that history is the key to giving our children a context to the world and their place in it. We want the children to understand how the past affects our present and to understand and accept differences in historical cultures throughout the world to become socially tolerant members of a global community. We also encourage the children to learn lessons from the past; to explore the process of change; and recognise that change can be both positive and negative. This enables children to realise that mistakes are opportunities to learn. Throughout our school, they will learn about many different historical periods, discovering links between them and revisiting core concepts and key skills that will be threaded throughout the entire history curriculum. Connections, contrasts and change over time are explored and the appropriate use of historical terms encouraged. Children are encouraged to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They start to understand how our knowledge of the past is constructed from a range of sources. The children will have a sound understanding of the history timeline; both British and worldwide.</p>	<p>Implementation- How do we achieve our aims?</p> <p>Our history curriculum allows pupils to build on historical enquiry skills throughout their time in our school, linking topics through key learning threads. Within each topic, we will inspire the children’s interest through the use of a variety of resources and tasks such as: artefacts (courtesy of Farnham Museum), historical documents, and practical hands on activities. Where possible we will organise trips (such as to Butser Ancient Farm) or have visitors (such as Treehouse Theatre) to enhance children’s learning experiences. Children will be making connections between their prior knowledge, the sources they examine and their newly acquired learning. To create a focus for our learning and model historical enquiry skills, we use a key question for each historical topic. The children will have a chance to collect information and investigate to deepen their understanding and answer their key question by the end of each unit.</p> <p>We will follow the 6-step enquiry. This will be part of our action plan.</p>

Impact - How will we know we have achieved our aims?

In history, the children become aware that understanding the past is not simply a matter of facts. They learn that much of our knowledge is up for interpretation and depends greatly on those who recorded the history at the time or how it is interpreted in modern day. They will understand how historical events can be recorded with bias and opinion; and the difference between primary and secondary evidence. The children will be able to answer their key question at the end of the unit; although this will include understanding that the evidence is a snapshot of past events and further evidence may contradict findings. Our enquiry approach encourages critical thinking which can be applied not only in history but across the curriculum

Planning is monitored by the subject leader and work is sampled for each project.

Year leaders are given feedback.

Curriculum Links with other subjects and enrichment opportunities

Year 3

Changes in Britain from the Stone Age to the Iron Age

- Art / painting (Cave Art)
- *Visit To Butser Ancient Farm*
- *Farnham Artefacts Box*

The achievements of the earliest civilizations: Ancient Egypt

- Theatre Group
- Art
- *Farnham Artefacts Box*

Year 4

Ancient Greece

- PE (Olympic games)

Roman Empire and its impact on Britain

- *Visitors from Upton Court*

Year 5

Britain's settlement by Anglo-Saxons and Scots

- PSHCE (Rights, Respect and Responsibilities)
- RE (Authority)
- *Farnham Artefacts Box*

Early Islamic civilization

- RE Five Pillars of Islam
- Pilgrimage (Hajj)

Viking and Anglo Saxon Struggle

- *Visit from Treehouse Theatre – Anglo Saxons vs Vikings*
- *Farnham Artefacts Box*

Year 6

Local history unit

- Geography (changes in the local area)
- DT (design history)
- *OOA local walk*
- The Surrey Heath Museum workshop (Samuel Cody)

Changes in Crime and Punishment from the Anglo-Saxons to the present

- PSHCE (Democracy and the Law)

Maths:

- Ordering dates on time lines, comparing dates
- Interpreting historical data
- Charts and graphs to present information and analyse
- Exploring concepts from the past e.g. historic number systems

Curriculum Overview: History at Manor Junior School

	Autumn	Spring	Summer
Year 3	<u>Through the ages</u> Changes in Britain from the Stone Age to the Iron Age		<u>Long, long ago</u> The achievements of the earliest civilizations
Year 4	<u>It's all Greek to me</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world		<u>Ruthless Romans</u> The Roman Empire and its impact on Britain
Year 5	<u>Ready, Respectful, Empowered</u> Britain's settlement by Anglo-Saxons and Scots – Autumn 1	<u>Raiders and Settlers</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900
Year 6	<u>There's no place like home!</u> A local history study	<u>Step back in crime!</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	