



Lowerhouse Junior School

History



Our Values and Pupils' Personal Development

Our curriculum is an important means by which we develop the values of our school in our pupils during their time at Lowerhouse Junior School. When planning and delivering lessons, teachers give attention to our values of **Aspiration, Integrity, Resilience** and **Respect** which are relevant to the unit of work. Our aim is to encourage positive attitudes to learning, to ourselves as individuals and to other members of our community.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading





The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading



Purpose of Study

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.

Aims










The national curriculum for history aims to ensure that all pupils:

-  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.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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

Intent

At Lowerhouse Junior School we want all of our pupils to have an understanding of the past and how history has and will continue to shape their future. We want to develop children's awareness of the past and allow them to begin to appreciate history in a chronological context. They will work on securing an understanding of British, local and world history. Children will look at connections and patterns over time and develop a good use of historical terms. There will also be a focus on different sources and how our knowledge of the past is shaped from them. Through high-quality history lessons we aim to encourage critical thinking, as well as helping the children to gain a sense of their own identity within a social, political, cultural and economic background. History at Lowerhouse engages children, sparks curiosity and helps to foster creativity through hands on activities, exploration, collaboration and discussion. Throughout school we aim to ensure that children secure a coherent knowledge and understanding of Britain's past and that of the wider world.

Implementation

At Lowerhouse Junior School, we have developed our history curriculum by using a triangulation approach to curriculum development and design.

This is done by: identifying key vocabulary that the children must know to access their topics; developing inquisitive and insightful questions that engage learner's natural questioning around topics and key fact and knowledge that the children will acquire as they go through their geographical journey within their topics.

We have identified key skills for each individual historical topic across all year groups. This has enabled teachers to really focus on how the children are going to obtain these skills within their topics.

Starting sessions with key questions enables the children to be engaged in their understanding of what they are being taught but also enables easier assessment of how the concepts have been taught and the understanding obtained in each session.

Identifying key vocabulary prior to teaching each topic allows for an easier transition of understanding acquired by the children. It also breaks down misconceptions about words and enables cross curricular opportunities for upskilling vocabulary across writing topics.

We have developed a scheme of work for each topic that enables staff to understand what they need to cover for knowledge, vocabulary and skills taught in their year groups.

Impact

The impact of what we have done has been positive for children, teachers and subject leadership.

Teachers understand clearly what they have to teach but also why they have to teach it. This allows for teachers who find history a difficult subject; to feel empowered and confident about their delivery. It also gives signposts for all in terms of resources available in school and out of school. This saves teacher time in terms of planning and preparation and impacts massively on their work life balance. Ultimately, allowing teachers to be more confident of their delivery of history.

Teachers know explicitly what needs to be taught in their topics and this also allows for teachers to be creative in how they would like to teach their topic but also allows for teachers new to the subject to feel safe about what they are delivering meets the standards required and helps them develop their own knowledge and understanding of their skills and vocabulary.

For the children, the first major impact we have seen is that they enjoy their history lessons. Through pupil conferencing, pupils can explain their key vocabulary being taught and can explain geographical concepts taught by using the knowledge and skills obtained through a historical topic.