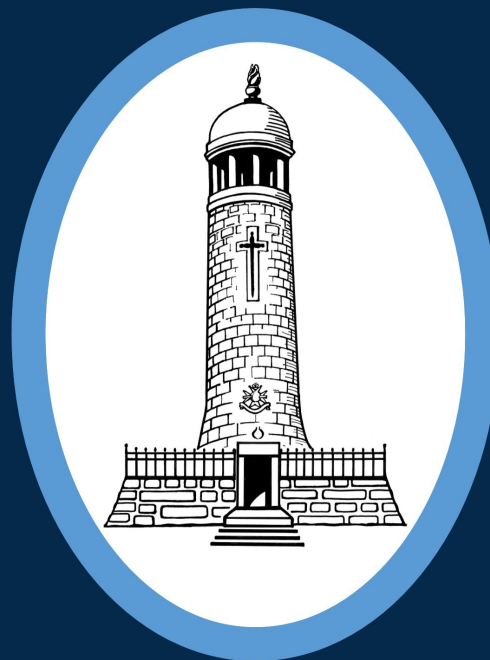


Crich Junior School



History

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



Introduction

Our vision for History at Crich Junior School is to develop the children's cultural awareness, understanding and open-mindedness of the ever changing world they live in. We want our children to be inspired and knowledgeable about the past, to make informed choices and acquire a curiosity for history.

History is an essential part of the curriculum, giving children knowledge and understanding of Britain's past and that of the wider world. It contributes to the cultural, social, spiritual and moral life of the children as they gain a knowledge and understanding of different lives and cultures in the past. By studying history, children learn how to interpret historical events using primary and secondary sources and develop an inquisitive mind through research and knowledge of events, people and changes in the past. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children at Crich Junior in allowing them access to a much wider world.

Through our History curriculum, we strive to deliver History creating a sense of awe and wonder so that our pupils want to know more about the past. Our curriculum provides children with many opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and justify their views. Through the teaching of History, we endeavour to teach children 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. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond.

Aims

The aims of history are:

- To stimulate the children's interest in the past, both of Britain and the wider world, and develop an understanding of how people's lives today have been influenced by events of the past.
- To increase children's knowledge of the past, and how Britain has influenced and been influenced by the wider world, and different cultures and in doing so, teach respect and understanding of different societies in history.
- To provide learning opportunities that engage, enthuse and motivate children to learn and be curious about the past.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; features of past non-European societies.
- To understand and use historical vocabulary such as 'empire', 'civilisation' and parliament.
- To understand ideas such as continuity and change, cause and consequence, similarity and difference and use them to make connections, ask questions and draw conclusions when investigating periods in history.
- To develop an understanding of the methods of enquiry and the use of evidence is used to develop arguments and interpretations of the past.
- To develop an historical perspective through using their growing knowledge in different contexts; understanding the connection between local, regional, national and international history; and between cultural, economic, religious and social history.

Intent

The history curriculum gives all children a series of topics which cover knowledge and skills required in the National Curriculum. We aim to develop their historical skills and concepts which are transferable to the different periods of history that they will study. We intend to develop children's curiosity and fascination about the world that has gone before them, that will shape their thoughts on the future. Lessons are intended to improve all children's historical knowledge and chronological understanding, understanding of events, people and changes in the past, opportunities to interpret and investigate and provide opportunities for inclusion, consolidation, problem-solving, challenge, independence and variety to ensure interest and progress in the subject.

History specific characteristics, which we expect the children to demonstrate are:

- An excellent knowledge of different periods in time, both in Britain and the wider world.
- An excellent understanding of how history has shaped the world in which we live in today and of how the past and present are interrelated.
- An extensive base of historical knowledge and appropriate terms and vocabulary..
- An understanding of how our knowledge of the past is constructed from a range of sources.
- Address and sometimes devise historically valid questions about change, similarity, difference and make informed responses which are based upon selection of historical information.

Implementation

Throughout KS2, children are taught in mixed age (of two year groups). The History curriculum is delivered through our constantly challenging and engaging creative curriculum. All national curriculum requirements are met within a four year rolling programme. All children expand on their skills in historical interpretations, historical investigations, chronological understanding, knowledge and understanding of events, people and changes in the past and presenting, organising and communicating. Across the key stage, children are given a range of opportunities to experience history through practical and engaging tasks beyond the classroom. Where possible, we aim to organise trips that fit into the period of history we are studying, for example a trip to Cromford Mill in 2023, linked in with our Local History topic highlighting, first-hand, the importance of Cromford (World Heritage UNESCO site) to the Industrial Revolution. By doing this we aim to encourage independent learning and through a creative curriculum, develop their understanding of the period in time. Our history curriculum has been constructed to allow the children to think like historians and use disciplinary skills to answer key enquiry questions within each topic. Substantive topics such as monarchy, power and religion are revisited regularly, where appropriate, to ensure this knowledge is embedded so that they can make links with the wider world and throughout different periods of history to modern day.

Impact

We believe, that by delivering our ever-changing creative curriculum, history is greatly enjoyed by all pupils across the school. Teachers have high expectations of all pupils and evidence of this can be seen in the children's books along with the activities created by our pupils based on their learning. All children are encouraged to use historical vocabulary accurately and develop an understanding of the different strands of history. Children will begin to make relevant links to other areas of the curriculum, such as geography and PSHE. As they move through school, they will develop their investigative and enquiry skills, to enhance their understanding of the past and the impact it has had on the world today. Children will be able to speak confidently about history at our school and the skills and knowledge they possess.

History Curriculum Planning

At Crich Junior School, history is taught through a topic based approach as part of a creative curriculum. Topics are designed to engage and excite all our learners and ensure that all aspects of the curriculum are taught over a four year period.

Progress, Achievement & Assessment

Children are monitored on a regular basis to check progress and all children are encouraged to take responsibility for their own learning, for example, discussions with the teacher about an area they would like to know more about within a topic. Children are asked at the start of a new topic, what they know already and what they'd like to know. Children are encouraged to make personal assessments of their own work, through evaluating activities and identifying what needs to be improved. We also look back at prior learning with questioning, quizzes, and post-it notes to see if they remember what they have learnt. This varies slightly, depending on the year group. Children and adults are also able to recognise the progress being made by regular discussions with the teachers.

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback and marking is given to the children as soon as possible.

Spiritual, Moral, Social and Cultural Development

Spiritual development: The study of History helps develop a sense of curiosity and mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral development: Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social development: Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. They will examine how other cultures have had a major impact on the development of 'British' culture.

Cultural development: Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

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 contrast 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.

Below are the areas in history to be covered:

- 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 pupil's chronological knowledge beyond 1066
- The achievements of the earliest civilisations—an overview of where and when the first civilisations 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 from: early Islamic civilisation, including a study of Baghdad c AD 900; Mayan civilisation c AD 900; Benin (West Africa) c AD 900—1300