



HARROWBARROW SCHOOL

History: Curriculum Intent Statement

Intent

At Harrowbarrow, history ignites children's curiosity about the past in our local area, Britain and the wider world around us. Through finding out about how and why the world, our country, culture and local community have developed over time using chronological order, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity, chronological skills and framework for their knowledge of significant events and people.

What they learn through history can influence their decisions about personal choices, attitudes and values. At Harrowbarrow school our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Implementation

To ensure that the children at Harrowbarrow school receive the highest quality of teaching and learning in History, we implement a progressive curriculum throughout the school. History is taught as part of a termly topic and is delivered in a way that enables our children to make links between history, the wider curriculum and our local community.

At Harrowbarrow Primary School, termly topics are chosen, with much consideration being given to the excitement, interest and curiosity these topics will generate from our children. We believe in the importance of igniting children's interests and curiosity in creative and inspiring ways.

History is taught to our children through a variety of indoor and outdoor learning experiences that are both stimulating and memorable for the children.

History provides endless opportunities for our children to enhance their learning through investigation, analysing sources, drama, dance and the use of resources such as Playmobil and Lego to re-enact history events. This enables our children to apply skills learnt and developed in the wider curriculum to their History learning. Furthermore, educational visits provide unforgettable learning experiences outside of the classroom.

The children are taken to a variety of places that fuel their curiosity for History and we are very lucky to have many visual signs of History in our local village and community. Similarly, we enjoy inviting visitors to our school to provide interactive, hands on learning opportunities for our children in all year groups.

Impact

The impact of the above is to ensure that children at Harrowbarrow school are equipped with historical skills, chronological skills and knowledge that will enable them to be ready for their next learning journey and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed and embraced learning about history, therefore encouraging them to undertake new life experiences now and in the future.

Through the teaching of History at Harrowbarrow school:

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.

- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

History: Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others lives • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied

<p>Interpretations of history</p>	<ul style="list-style-type: none"> · Use stories to encourage children to distinguish between fact and fiction · Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> · Compare 2 versions of a past event · Compare pictures or photographs of people or events in the past · Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> · Identify and give reasons for different ways in which the past is represented · Distinguish between different sources – compare different versions of the same story · Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> · Look at the evidence available · Begin to evaluate the usefulness of different sources · Use text books and historical knowledge 	<ul style="list-style-type: none"> · Compare accounts of events from different sources – fact or fiction · Offer some reasons for different versions of events 	<ul style="list-style-type: none"> · Link sources and work out how conclusions were arrived at · Consider ways of checking the accuracy of interpretations – fact or fiction and opinion · Be aware that different evidence will lead to different conclusions · Confidently use the library and internet for research
<p>Historical enquiry</p>	<ul style="list-style-type: none"> · Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> · Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> · Use a range of sources to find out about a period · Observe small details – artefacts, pictures · Select and record information relevant to the study · Begin to use the library and internet for research 	<ul style="list-style-type: none"> · Use evidence to build up a picture of a past event · Choose relevant material to present a picture of one aspect of life in time past · Ask a variety of questions · Use the library and internet for research 	<ul style="list-style-type: none"> · Begin to identify primary and secondary sources · Use evidence to build up a picture of a past event · Select relevant sections of information · Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> · Recognise primary and secondary sources · Use a range of sources to find out about an aspect of time past · Suggest omissions and the means of finding out · Bring knowledge gathered from several sources together in a fluent account

<p>Organisation and communication</p>	<ul style="list-style-type: none"> · Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> · Recall, select and organise historical information · Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> · Select and organise information to produce structured work, making appropriate use of dates and terms.
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