



NEWBOLD SCHOOL

History Curriculum

Intent Statement for Newbold School

At Newbold School, we want our children to view history inquisitively and evaluatively, using carefully-chosen overarching questions to help them make links between the various chronological stops we make on the timeline - ancient to modern.

At the heart of their evaluations, we would like them to notice some of the broad changes that have taken place over time and recognise some of the events, people and circumstances that have brought about these changes and how they have affected life today. We would like them to consider history through big important questions that delve at the existential aspects of humanity - e.g. what causes war, how does trade differ over time and place, relating ancient worlds to Biblical times. Exploring these broader-reaching questions will, in turn, allow us to incorporate our curriculum drivers and our Respect Times Five, code of behaviour through our children's history lessons. These big questions will also aid in depth learning.

Our children should learn that history isn't beyond contestation but can be interpreted according to who has written it and which perspective they have taken. Children should learn that there isn't always an unabridged narrative of the past available, especially in ancient history, so historians must, therefore, make educated guesses, as it were, when evidence is patchy. We want our children to understand that due to the subjective nature of history, it is important to fact check information, rather than accepting it at face value without scrutiny. Children should be encouraged to evaluate the findings of others.

We would like them to be able to compare various aspects of life in the past with life as it is now and to understand what events in the past brought about these changes. We want them to learn how to find and use sources of evidence and information and then write about their findings.

Establishing cross-curricular links between history and English, in particular, will help consolidate skills in both subjects and help to provide evidence of progress.

Our curriculum aims may be summarised as follows:

Aims

History teaching and learning at Newbold School aims to:

- Stimulate children's interest in and understanding about the life of people who lived in the past;
- Help children develop a sense of identity and a cultural understanding based on their own historical heritage as well as that of others, thus helping children to value their own and other people's cultures in modern multicultural Britain; **R1 & 4**
- Encourage children to investigate past events by asking and answering significant questions about how and why past events happened and how they may be linked;
- Develop a sense of responsibility for the world in which later generations will live and give children the confidence and ability to try to improve themselves and their world; **R4 & 5**
- Encourage all children to embrace the opportunities that exploring aspects of local history provides to forge links with both local and wider communities; **R2,**
- Help children to develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- Enable children to recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived;
- Show children that people interpret the past differently and use different ways to present their ideas, and as such allow them to make use of a variety of sources to find out about the past;
- Enable them to think for themselves and to reach fair and rational conclusions about complex human situations, encouraging them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; **R1, 2, 3**
- Develop the key learning skills of communication, enquiry, analysis, interpretation and problem-solving in children.

KEY AREAS:

Skills"

- Researching
- Communicating findings
- Interpreting
- Investigating

Second order concepts and examples of questions types used to secure understanding of each topic.

Characteristics of the period

- In what ways are things the same as. ...?
- In what ways are things different from ...?
- What was it like to have lived then?
- Was everybody's experience roughly the same? If not, what did it depend on?
- Did everybody living at that time in the past have the same ideas?

Cause and effect

- Why did this happen?
- What were the motives of the person?
- Had the causes been building up for some time or did it just happen suddenly?
- Are the causes linked? What were the effects?
- How important was each of the causes?

Change

- In what ways has this changed?
- How much has this changed?
- Why did this change but not that?
- Why did some things change faster than others?
- Did things change at the same rate for everyone?

Interpretation

- How does this film portray a past event or period?
- What versions of this story do you know?
- Why might there be differences between them?
- Why is it sometimes difficult to get a more reliable version of the past?

Enquiry

- How do we know?
 - What does the evidence tell us?
 - Which sources tell us 'X'?
 - How reliable is the evidence?
 - Does the evidence help us to get nearer the truth?
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- Significance
 - Chronology

HISTORY IMPLEMENTATION

In order to ensure our intentions are delivered effectively through our curriculum, we will use a variety of sources for planning our lessons and look for links to help our children retain the key concepts of their learning. Our main source of planning will come from the schemes found in 'Key Stage History' and these will be enhanced by carefully-chosen resources and occasional dipping into other schemes to ensure we are meeting our goals. Key Stage History stood out as the best choice because of the quality of questioning and the emphasis it places on overarching questions that will help children make links throughout the school curriculum and thus retain their learning better. Also, the scheme is not prescriptive, but rather allows teachers to focus on the main objectives, using their own creativity to decide how these are best achieved.

We have chosen a range of topics in British history - e.g. the Stone Age, the Roman invasion, The Great Fire of London, World War II etc... These topics are broadened by

studies in ancient history of other countries, which start in Key Stage 2 - i.e. the Greeks, Egyptians and Shang Dynasty. We also include the Bible in our studies and make connections with the timelines in Bible stories to ancient history (e.g. the Children of Israel in Egypt). Newbold is a Seventh-Day Adventist, independent faith school so most of our parents have chosen the school because they want their children to have a Christian education. Consequently, we must acknowledge this side of our faith and ensure nothing is done that will undermine it in its broadest sense.

The History curriculum is also enriched through educational visits, visitors and special Subject Days.

Please see curriculum map for History

[History Long Term Plan 2021-2022](#)

IMPACT STATEMENT

The impact of our history curriculum will be measured across the school through a variety of assessment tasks (at teachers' discretion). We will focus on progress made on the key skills addressed at each stage of the curriculum. Assessments will be submitted by teachers at the end of the Autumn Term and in the middle of the Summer Term.

The types of tasks that will be available to teachers for assessment will be as follows:

- Questioning through discussion (verbal only)
- Short answer questions (written answers)
- Children's observations of pictures, either observational or comparative.
- Research tasks (from primary and secondary sources).
- Role play
- Hot seating
- Children's writing/drawing

Since the written aspects of history are closely linked with English, evidence will be collected from any cross curricular written work for assessment.

Assessments should not be onerous for teachers so history will not be assessed to the same level of detail that one would expect to find in English or maths, nor will it be as frequent.