



History at Caythorpe

Rationale: The Oxford historian Marjorie Reeves, in her inspiring book *Why History?* (Longman, 1980), declared that she would like pupils to be able to sit down 'in a good rich patch of history and stay there for a satisfying amount of time' (p. 53). She, like the teaching staff at Caythorpe primary school, believed that children needed to study topics in depth, through activity (i.e. 'do' history) in order to understand and enjoy the subject. However, rich patches, or fat beads, of history, also need to be connected to one another. Marjorie Reeves suggests that the patches/beads be joined by a thin historical string, with the beads strung along it to form an historical necklace. The string enables children to see how different aspects of history connect with others. At Caythorpe, through our history curriculum, we aim to provide such a connecting thread provides an historical narrative, and as such enable children to make sense of societies and how they develop and relate to others.

Teaching History in a Primary setting should be highly engaging, active and purposeful. Rich in the use of language and full of skills that encourage investigation, inference, chronological awareness and inquiry, it is a subject area that naturally builds on skills developed in core subjects. The varied curriculum is ideal for inquisitive young minds. It is full of myths and legends from the Ancient World and mysteries and puzzles of the modernising Britain in which we now live.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Present as now, past as having happened. To order events of a day	Classifying objects belonging to the past	Classifying old and new and explain what an object might be used for	Order events with a specific period of history	Order events over a large time scale using centuries and	Beginning to think about the impact of historical events/people Shows some understanding and talks with some clarity about the impact of historical events	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day
Use of sources	People, photographs	People, photographs Personal Opinions and facts	Offers opinions and facts with some reasoning about an historical event	Distinguishing between fact and opinions and given reasons	Understanding the difference between primary and secondary sources	Use a variety of reliable sources to gain a deeper understanding of subject Compare historical sources and suggest the validity of these	Understand the methods of historical enquiry, including how it is used to make historical claims

Historical Enquiry	Comment on images of familiar situations in the past	Children begin to ask Who? Where? When? Questions relating to new and old	Children being to ask Who? Where? When? why events happened and answer questions	Children pose own questions to gain an understanding of the topic	Generate purposeful questions	Begin to use questions to understand significant events	Identify significant events, make connections, draw contrast and analyse trends
Analyse and evaluate the impact of significant people/events in history	Compare and contrast characters from stories, including figures from the past.	To talk simply about why something happened	Explore a particular event and how it affected people at the time	Question why something happened and how it impacted people	Question why something happened and how it impacted people long term	A detailed study of a particular famous person and their historical legacy	A detailed study of a particular famous key event/ person and their historical legacy from at least two different periods of history studied

Intent

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

Through our planned curriculum sequence, we will develop children’s experiences and understanding of History, including their personal history. We will ignite their curiosity about the wider world and encourage them to use Historical language. We aim to offer a high-quality history curriculum that will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It will be designed to inspire pupils’ curiosity to know more about the past and why studying the past is important to help us change the future.

Teaching will aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will be taught how to construct hypotheses and then to use primary and secondary sources to check them to prove or disprove their accuracy.

Implementation: 10 mins – Recall of prior learning. Ask at least 5 questions every lesson linked to previous topics. This will allow children to understand why they are learning the chronology as it is and navigate around the timeline more confidently.

2/3 minutes - Outline the learning. All children need to be very clear about what they will be learning in that lesson and what the outcome is expected to be.

Main learning time. Move away from using generic worksheets printed from the internet unless they very specifically capture/deliver the key outcome for the component. There may be individual research or enquiry work, group work. If the task is writing based, the focus must be on the historical aspect of the learning, not set as a writing task.

Recap and review time - Children will be able to reflect and verbalise their learning, which will be used as a formative checking exercise by the class teacher.

Link into the next lesson - End the lesson by letting the children know what they will be learning about in the next lesson so they can do some independent research if they wish.

Impact

After each unit of work, each class takes part in an activity where they will apply the skills they have acquired the composite historical knowledge they have learnt through past study and the knowledge/facts from their present unit of study to answer the historical enquiry question i.e “Would you rather be a Roundhead or a Cavalier?” Teachers report record these assessment opportunities using the Caythorpe Primary School PE assessment proforma for each year group.