

History at Sheriff Hutton Primary School



We shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Intent

Sheriff Hutton lies in an area rich in history, from the castle in the village itself with links to Richard III to the local city of York, one of England's most historic cities. At Sheriff Hutton Primary School we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a topic approach, focusing on knowledge and skills stated in the National Curriculum. We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

Key Stage 1

Children will be taught about:

- 📜 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 📜 Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 📜 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] .

- 📜 Significant historical events, people and places in their own locality.

Key Stage 2

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.



Children will 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.

Impact

The impact and measure of this teaching is to ensure that children are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

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



Pupils should develop an awareness of the past of their locality and beyond, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

