



Forever Learning: Limitless potential for every child

Our History Curriculum

History

Purpose of Study

History supports children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

At Victor Seymour, we aim to inspire our pupils to be curious and creative thinkers, who develop a complex knowledge of local and national history. We want pupils to develop the confidence to think critically, ask questions and begin to explain and analyse historical evidence. Through the Kapow scheme of work in Key Stage 1, we aim to build an awareness of significant events and individuals in British and local history, making explicit links to our beautiful town of Carshalton and further afield and to recognise how things have changed over time.

Our curriculum aims to support pupils in building their early understanding of chronology from Nursery up to Year 2, preparing them well for entering Key Stage 2, by making connections over periods of time and developing a chronologically-secure knowledge of History. In order to prepare pupils for their future learning in History, our scheme aims to introduce them to the key substantive concepts of power and the achievements and follies of humankind. For EYFS, the learning allows pupils to work towards the Understanding the World Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key Stage 1.

Intent

Skills	Knowledge	Provision
<ul style="list-style-type: none">To develop skills of enquiry, investigation, analysis, evaluation and presentation about what they have seen, read or heard.To take an enquiry-based approach in stimulating the children's interest and understanding about the life of people who lived in the past.	<ul style="list-style-type: none">To enable children to know about significant events in British history and to appreciate how things have changed over time.To gain a wider understanding of the wider world in which they live and to	<ul style="list-style-type: none">In Key Stage 1, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and Conclude, Communicate) when answering historical questions.

<ul style="list-style-type: none"> • To ensure the progressive development of historical concepts, knowledge, skills and attitudes. • To develop a sense of chronology. 	<p>develop their interest in historical achievements and ambitions.</p> <ul style="list-style-type: none"> • To help children understand society and their place within it, so that they develop a sense of their cultural heritage • To develop their understanding of the following key disciplinary concepts: <p>Change and continuity Cause and consequence Similarities and differences Historical significance Historical interpretations Sources of evidence</p>	<ul style="list-style-type: none"> • Children will have varied opportunities to learn how historians use skills to analyse the past and make judgements.
<p>Implement</p>		
<p>First Quality Teaching</p>	<p>VSI Pedagogy</p>	<p>Timetabling and Coverage</p>
<ul style="list-style-type: none"> • ALL children are encouraged to participate and adaptations for particular needs are met to ensure that ALL children can be successful learners, specific provision and differentiation provided by the Class Teachers. • All children will be presented with “At the end of this lesson you will be....” stating the Learning Objective. • Teachers will use the KAPOW scheme to improve their own subject knowledge as a scaffold to make sure the quality of History teaching covers the teaching standards to a good standard. 	<p>At VSI we follow the principles of Rosenshine Pedagogy. All lessons have these aspects:</p> <ul style="list-style-type: none"> • Sequencing concepts and modeling • Questioning • Reviewing learning • Practise and apply <p>Through this, subject specific vocabulary is developed. Each KAPOW unit has each technical term defined.</p>	<p>In KS1 History is taught for a minimum of 45 minutes on a weekly basis, for a whole half term, alternating with Geography (in autumn 1, spring 1 and summer 1.)</p>
<p>Opportunities</p>	<p>Subject Leaders</p>	
<ul style="list-style-type: none"> • All History learning has cross-curricular links with other subject areas, in particular English and these opportunities help to enhance and embed learning. • At VSI we have local History resources such as the Honeywood Museum, Sutton Archive and Croydon Airport to take advantage of using. 	<p>The History subject leader is responsible for:</p> <ul style="list-style-type: none"> • Planning the strategic direction and development of History at VSI. • Leading Teaching and Learning in History and sharing expertise to support staff. • Guiding and supporting CPD and staff development for specific teachers . TA's or as a whole school. 	

	<ul style="list-style-type: none"> • Managing resources to support engaging and interactive learning in History. • Being the drive for History as a subject and promoting and developing the VSI History vision. 	
Impact		
Historical understanding	Historical curiosity	Future enjoyment of History
<ul style="list-style-type: none"> • Know and understand some significant events in British history, how people's lives have shaped this nation. • Develop a historically-grounded understanding of the substantive concepts - power and the achievements and follies of mankind and society. • Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences. • Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day. 	<ul style="list-style-type: none"> • Understand how historians learn about the past and construct accounts. • Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts. • Explain how and why interpretations of the past have been constructed using evidence. • Make connections between historical concepts and timescales. 	<ul style="list-style-type: none"> • To talk enthusiastically about their history lessons and show a genuine curiosity and interest in the areas they have explored. • To approach the learning with an enthusiastic and open mind • To enjoy looking at past events and events relating to the wider world