**History at Belfield**



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| **Our Vision for History**  Our History curriculum *aims to equip all children with the skills & knowledge to enable them to lead a happy, healthy & purposeful life.*  We want children to take pride in their local and personal history, by encouraging curiosity to know more about the past.  Our History curriculum will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.  We want our children to understand the complexities of history, how people’s lives are shaped (including their own families’ history), the process of change and the challenges of our time. Children will be encouraged to find out about the past using a range of primary and secondary sources. | | **Content and Sequencing**  **EYFS** start their historical understanding, by talking about significant events in their life-time and in the lives of their families  **KS1** children will learn about what the past means, changes in living memory, their own personal history and people and events that have changed the world  From **KS2** our curriculum will largely follow a chronological sequence  We make links between events that happen in the past and their impact on the future  We have chosen to teach Early Islamic Civilizations in Y5, to reflect the history of some of our families.  In Y2 and Y6, we celebrate Rochdale’s history by learning about the Co-Operative movement and the impact on our lives today. | |
| **Links across the curriculum**  **English –** texts are chosen that are linked to the historical period we are studying e.g. Stone-Age Boy (Y3), Charles Dickens texts (Y6), Beowolf (Y5), Stones and Bones (Y1)  **Maths** – Roman Numerals, timelines, sequencing  **Computing** – research, code-breaking  **Art** – styles and artist links to period  **RE** – the influence of RE and beliefs on history of the time (persecution – WW2, Celts/Romans and beginnings of Christianity, Henry VIII and reformation of the church  **Geography** – settlements, place names, local history and changes to Rochdale/Manchester over time | **Retrieval**  EYFS Scrap books and learning journeys  Timelines on permanent display  Low stakes quizzing  Double-page spreads  Presentations  Knowledge organisers  Curriculum working walls – photos of previous walls | **Progress/assessment**  Units of work are carefully sequenced so prior knowledge and concepts are built upon, leading to a greater understanding of history  We use our ongoing assessment to inform judgments using “I Can Statements”  At the end of the year, teachers use this information to make a judgment of Working Towards, At Expected or Greater Depth  WTS EXS GDS  9% 78% 13% | **Support**    Everyone has access to the history National Curriculum with varying levels of support  Pupils with SEND have specific support and guidance taken from their EHCPs |