

**Christ Church School, Hampstead**  
**Curriculum statement: History**



The Governing Body of Christ Church Primary School, Hampstead adopted this statement for History in February 2018 and it should be read in conjunction with our Teaching and Learning Policy and published curriculum overview.

**The contribution of History to the primary curriculum**

Learning about history offers the children the opportunity to gain an understanding of the past, with relation to themselves, their families, community and the wider world and to consider how the past influences the present. Children should know that the past has a considerable influence upon all aspects of our lives, shaping the customs and beliefs of the communities to which we belong. We also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. Learning about the past and the methods used to study it helps children to make sense of the world in which they live, using skills which will enrich other areas of the curriculum. As such, History may be integrated into other subjects of the National curriculum to reinforce knowledge, skills and understanding, but not at the expense of its distinctive contribution to the development of the child.

**Aims and Objectives of teaching History at Christ Church**

Through our teaching of History at Christ Church School we aim to:

- encourage a spirit of curiosity in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- enable children to know about significant events in British and world history and to appreciate how things have changed over time;
- develop a sense of chronology;
- give children some knowledge and understanding of historical development in the wider world and how Britain has influenced and been influenced by it;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

**Objectives – what we want to achieve**

At Christ Church School the children are taught to:

- ask and answer valid questions and create their own accounts, including written narratives and analyses;
- understand and use a range of abstract terms and historical vocabulary such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’;
- use a range of primary and secondary sources;
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends;
- recognise the chronology of historical events in relation to their own lives;
- understand the methods of historical enquiry, including how evidence is used to make claims, and discern how and why contrasting arguments and interpretations of the past have been made;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **The Curriculum**

In addition to our published curriculum overview for each class, in each Spring term the whole school will take part in a History project looking at a post-1066 aspect/theme (e.g. 2015: World War One). This project will be cross-curricular and can involve work done between different year groups or links to our Arts Project.

## **EYFS**

In the EYFS, children talk about past and present events in their own lives and in the lives of their family members as part of Knowledge and Understanding of the World. They will recognise similarities and differences between themselves and others, and among families, communities and traditions. They also recognise that a range of technology is used in places such as homes and schools and that these change over time. Knowledge and Understanding of the World is taught through the year in EYFS.

## **KS1**

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn 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 will be taught a wide vocabulary of everyday historical terms. Children will 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 will study some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS1 children will learn about changes within living memory, nationally and globally significant events beyond living memory, significant people from the past and significant events, people and places in their locality.

## **KS2**

Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Throughout KS2 children will learn 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, Ancient Greece and a non-European society that provides contrasts with British history.

## **Review**

This statement should be reviewed every three years to ensure that it is a reflection of current best practice.

Revised by the school's History subject leader – January 2018