

Intent

Our history curriculum covers all areas of the national curriculum and comprises three key areas:

- **Learning about an historical period of time**
- **Exploration of key concepts**
- **Development of historical skills**

Learning about an historical period of time

Children in Reception and Year One learn about changes within living memory through topics which are of interest to them and that show changes in national life. In Year Two, children build on this learning by looking at events beyond living memory including significant events and people.

In Key Stage Two, children begin with Ancient Civilisations, with Ancient Egypt becoming a more in depth study. This allows the children to gain a good grasp of different types of sources. The children then proceed to move through British history, exploring a chronological narrative from the earliest times whilst building their knowledge of how Britain has been shaped and influenced. Some of the topics have been placed in particular year groups so that interleaved learning can take place.

Exploration of key concepts

We recognise that key concepts can be powerful tools for developing thinking and understanding when delivering the History National Curriculum. Children examine the key concepts of continuity and change; similarity and difference; and significant people and events. These concepts provide a focus for lessons and opportunities for deeper learning. As the children revisit these concepts year on year through different topics, their understanding of the concepts deepen and they are able to contrast and compare, forge links and generalise, analyse and question.

Development of historical skills

When exploring the key concepts and the historical time periods, the children are inquisitively and progressively developing their historical enquiry skills through the use of sources of evidence. This will lead to them developing the use of historical terms and their chronological understanding as they seek to interpret the past.

Implementation

- Class teachers plan and deliver history lessons across the school and help to draw out links with previous learning and other curriculum areas.
- The learning intentions for individual lessons explore the key concepts of continuity and change; cause and consequence; similarity/difference and significance through the use of historical skills.
- History teaching and learning, alongside geography teaching and learning, is focused into the first half of each school year, so that we can move learning on at pace, CPD for staff can be focused and children can share learning with each other in events such as class assemblies. History is revisited in the summer term as part of our spaced retrieval of prior learning.
- History learning is recapped and revisited throughout the year using planned spaced retrieval quizzes of key knowledge, as well as the use of historical skills and knowledge in other curriculum areas, e.g. using historical stories as part of English work, using time lines in PSHE/RE to order events. Topics books in classrooms also support spaced retrieval of previous learning.
- Class teachers are supported by the history subject leader and receive CPD through staff meetings, including relevant reading and tailored support.
- Both formative and summative assessment is used in history. Teachers will use formative assessment to help shape a lesson, direct learning, provide feedback and adapt future lessons. Summative assessment is carried out at the end of the history learning for the year and reported to parents in annual reports.
- Children use a wide range of relevant resources to help them with their learning.

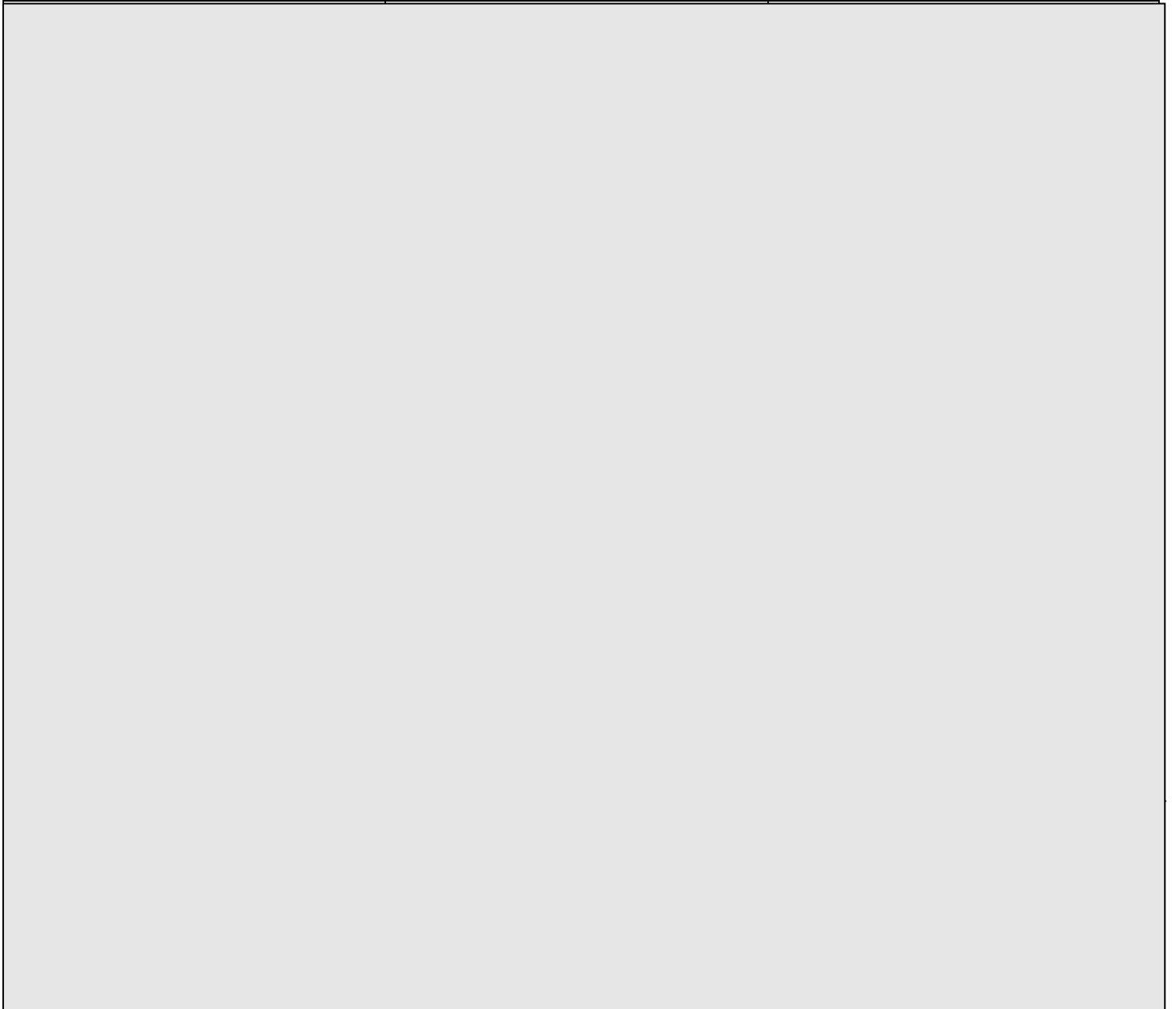


- Classes engage with primary sources through the use of trips and visits (including recent virtual visits). Recent visits have included: British Museum (Ancient Egypt, Ancient Greece), Museum of London (Pre-history, Anglo-Saxons), Burgh House (local history), Museum of Childhood (changing toys), Florence Nightingale Museum, St Paul's Cathedral or Tower of London (Great Fire), St Alban's.
- Strong curriculum links with geography (Romans/Rome, Mayans/South America) and a range of creative activities (drama, art, music etc.) are also inspired by our history learning.
- History teaching and learning continued during our periods of remote learning: during the first period much of the history curriculum had been covered and consolidation and revision activities were set; during the second period teachers continued with the planned curriculum using pre-recorded video teaching or written activities and engagement of pupils was very high.

Impact

- Children enjoy and are interested in their history learning.
- Children have a growing knowledge of chronology of UK history from the earliest times and as set out in the National Curriculum.
- Children have an understanding of British history in the context of the wider world through study of range of ancient civilisations and cross curricular links.
- Children are able to talk about their learning and are enthused by opportunities to visit museums and sites.
- Children ask relevant historical questions using subject specific language.

Whole school standards (two year trend)



•

Last year's key developments and successes (2020/21)

- Develop use of digital primary sources even further through teacher CPD and shared resource list created by subject leader and updated by all teachers – **20/21 target achieved but also continued in 21/22**. Range of digital and virtual sources shared by subject leader and made use of by teachers.
- Children encouraged to make explicit links with previous learning, including using the big timeline at front of their books - **20/21 target achieved**. Big timeline in use in all KS2 classes
- Ensure classes have topic-specific books available in their classroom – **target carried forward to 21/22**. Classes have a range of books related to topics, but this could be expanded even further in 21/22.
- History subject leader to participate in new Camden subject leaders' network- target achieved – **20/21 target partially achieved**, network did not run as planned because of second school closure period.

Anti-racist curriculum review

The Primary National Curriculum is particularly prescriptive in the topics needing to be covered. Therefore many opportunities to look at historical BAME figures and significant events would occur outside the history curriculum. Wherever possible, we strive to find BAME historical links and make these connections with our curriculum, for example, Mary Seacole is learnt about in Year 2, alongside Florence Nightingale. We will continue to search for as many links to the history of BAME people to ensure BAME people and events can be represented in the right way within our history curriculum.

COVID impact – remote learning provision and recovery curriculum

Home learning:

Due to how our curriculum is organised into two halves across the year, history was not taught specifically during the first home learning period (March – June 2020). Classes did, however, revisit their history topics through creative mini-projects. For example, Year Six children looked in detail at Ancient Greek architecture (<https://christchurchschool.co.uk/wp-content/uploads/2020/03/Year-6-WB-23.3-History.pdf>).

The whole school also marked the 75th anniversary of VE Day with work that joined in national commemorations (<https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-4-VE-Day-writing-and-news-reports.pdf>).



In the second period of home learning (January – March 2021), all classes continued the planned history curriculum through remote learning (examples below in work sampling section), following our planned progression. Teachers used a range of online resources to support this teaching and also linked this work to other subject areas, e.g. art work on Mayan temples and Roman mosaics were both completed at home.

Recovery curriculum:


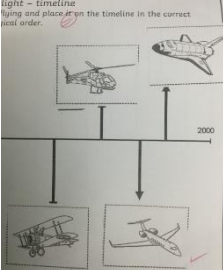
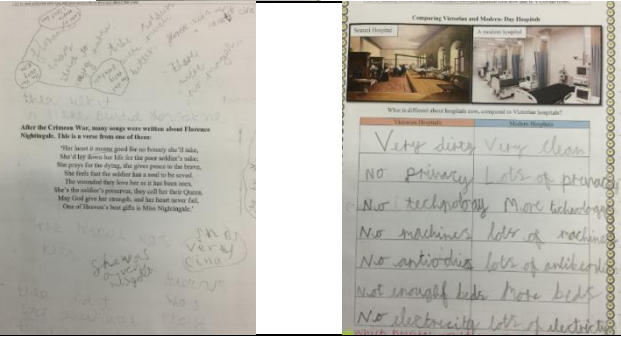

The DfE recovery curriculum document suggests schools focus on the specific knowledge in history that is critical for progression. This includes both historical knowledge and knowledge of how historians work. Teachers at Christ Church have not had to make any adaptations to the planned history curriculum, but have focused on making sure that children have a good understanding of where the period, person or event they are learning about fits into a wider chronology (through using our KS2 timelines) and how it fits with periods or events they have learnt about previously.

Key actions moving forward (development priorities for 2021/22):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. To continue to make use of virtual and digital resources alongside in person visits, to provide enrichment opportunities in history. <i>All children have access to a range of engaging enrichment opportunities, making use of resources from organisations and museums within travelling distance and beyond.</i>	Throughout the first half of the year: Subject leader to continue to research and share links to digital and virtual resources and visits. Subject leader to encourage both virtual and in person visits.

<p>2. Develop even further the range of topic books available in classrooms (and ensure these are accessible at a range of reading ability levels) to support learning in history as well as develop reading.</p> <p><i>All children (of differing reading ability levels) to have access to high quality non-fiction (and fiction) books linked to support and supplement learning in history.</i></p>	<p>Autumn term: Purchase additional books related to history learning – investigate whether books linked to reading scheme are available to ensure information is accessible at all reading levels.</p>
<p>3. Review and refine local history study in KS2, researching and choosing a particular local site in order to make the learning more focused and sources-based.</p> <p><i>Local history study is focused on a local site with opportunities for research, sources and visits identified.</i></p>	<p>Research potential local sites, plus accompanying resources/sources. Select site and update planning to reflect these changes. Implement plans and then review/refine as needed.</p>

Work sampling – progression of learning – using historical sources

<p>Reception</p> <ul style="list-style-type: none"> - Engage with sources to learn about life in living memory <p>Week in the spotlight poster and presentation using these photos/objects</p>																	
<p>Year 1</p> <ul style="list-style-type: none"> - Find answers to simple questions about the past by using different types of sources <p>Using and discussing pictures of different planes to order these in time: which do you think is older? Why?</p>																	
<p>Year 2</p> <ul style="list-style-type: none"> - Look carefully at pictures, eyewitness accounts and objects to find out information about the past <p>Group discussion about what a song written about Florence Nightingale tells us about her and the time; use of pictures to make comparisons.</p>	 <table border="1" data-bbox="917 1288 1181 1512"> <thead> <tr> <th>Victorian England</th> <th>Modern England</th> </tr> </thead> <tbody> <tr> <td>Very dirty</td> <td>Very clean</td> </tr> <tr> <td>No privacy</td> <td>lots of privacy</td> </tr> <tr> <td>No technology</td> <td>More technology</td> </tr> <tr> <td>No machines</td> <td>lots of machines</td> </tr> <tr> <td>No antibiotics</td> <td>lots of antibiotics</td> </tr> <tr> <td>not enough beds</td> <td>More beds</td> </tr> <tr> <td>No electricity</td> <td>lots of electricity</td> </tr> </tbody> </table>	Victorian England	Modern England	Very dirty	Very clean	No privacy	lots of privacy	No technology	More technology	No machines	lots of machines	No antibiotics	lots of antibiotics	not enough beds	More beds	No electricity	lots of electricity
Victorian England	Modern England																
Very dirty	Very clean																
No privacy	lots of privacy																
No technology	More technology																
No machines	lots of machines																
No antibiotics	lots of antibiotics																
not enough beds	More beds																
No electricity	lots of electricity																
<p>Year 3</p> <ul style="list-style-type: none"> - Use a range of source material, including visits, to collate information about the past <p>Visit to British Museum to see Ancient Egyptian artefacts</p>																	

Year 4


- Ask questions of the source materials and suggest sources of evidence to help answer questions

Investigating and making suggestions about stone age artefacts. Learning about where the range of historical sources come from.


Thursday 9th September 2021
L1. To understand how we know about different periods in history.

1. This archaeologist is using a Handheld scanner to take an accurate picture of a tablet or very small objects. The picture comes up on his computer.


*Description
With a digital scanner on an object, when the computer picks up details that an archaeologist can't just look at it.



2. Environmental archaeologist
This archaeologist has just found a set of woods with an outcrop of hard ground that will then be trenched into the soil. He will look at the small shells, stones and pollen in the soil to see what he can find out about the past environment.




On looking at what is old soil, you can find out about the past environment that people were living in.




3. Geophysicist
This archaeologist is walking across a field using a magnetometer to send a magnetic current into the ground to detect any metal walls, burials and other things or buried areas.


By mapping an archaeologist can take some work out the sequence of activity on the site.




Wednesday 13th September 2021
L1. To learn about life in the Stone Age and construct informed responses by selecting and organising relevant historical information.



I think this is a piece of stone that they found for tooth.
It is a stone age *antennoth* tooth.



I think this is a log found into a bird.
It is a handless made from red deer antlers.
antlers



I think this is, these are weapons that they found.
These are used for piercing holes in clothing.



I think this is a tooth from something or something they communicated with.
It is a wood working tool made of a awroch's bone.

Year 5

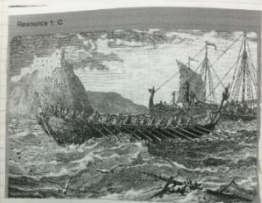
- Question the reliability of source materials and give reasons why something is not reliable

Making inferences and deductions from a secondary source about Vikings raid at Lindisfarne – giving reasons why this source is reliable or unreliable

In this source I can see that the Vikings are ~~very~~ *strong and dangerous with lots of weapons* which is meant to show you what it would have been like. *It is an accurate and reliable depiction of the time.*

Based on these descriptions I don't think the Vikings were too people.

Excellent work Sienna G. You have an excellent understanding of a different source.



Year 6

- Evaluate the usefulness and accuracy of different sources, understanding the effect of propaganda, bias, misinformation and opinion



Scrutiny of pots depicting the Trojan War – how do the images reflect bias and propaganda at the time?

Pages 4-5
Usefulness and accuracy of different sources, when persuasion and opinion.

What does the pot show us?
The pot shows us a scene of a battle, with soldiers fighting. It shows a chariot and a horse. It shows a soldier on foot. It shows a soldier on horseback. It shows a soldier on a chariot. It shows a soldier on a horse. It shows a soldier on a chariot. It shows a soldier on a horse.

The pot shows us a scene of a battle, with soldiers fighting. It shows a chariot and a horse. It shows a soldier on foot. It shows a soldier on horseback. It shows a soldier on a chariot. It shows a soldier on a horse.

The pot shows us a scene of a battle, with soldiers fighting. It shows a chariot and a horse. It shows a soldier on foot. It shows a soldier on horseback. It shows a soldier on a chariot. It shows a soldier on a horse.

I believe that the Trojan war didn't happen - it was just a story for a long time. It doesn't happen but the names are different. For example, I don't think that the gods and goddesses existed. I think there is proof that there was a war between Troy and Greece and that a war did happen.

Examples of home learning (20/21)

<https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-2-History-diary-entries.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-5-History-1066.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/01/Year-5-History-Alfred-the-Great.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/03/Year-4-History-Roman-Mosaics.pdf>



Alfred the Great!

As part of our history topic all about the Anglo-Saxons & Vikings, we learnt about King Alfred and why he is known as 'Alfred the Great'. We created posters to showcase all of the things he did that made him so great!

Year 6

Pupil voice

Autumn 2021 (KS2 pupils)

Pupils could explain clearly what they had been learning recently in history, this included recalling specific information from their books and giving detailed answers, often making reference to specific historical skills as well as content knowledge:

In response to questioning about learning in history (without reference to their books):

Year 6

Ancient Greece and its impact on how we live today. Learning about the Olympics, modelling pots and thinking about what they might be used for. We've also thought about sources and their reliability.

They created the Olympics which we still have now. They also invented materials that we use today – pots were for storage. They also created a lot of things we use today like alphabet and literature

We looked at how useful primary and secondary sources are. Primary sources are more useful. We went to the British Museum to see primary sources and recreations of discoveries.

Year 5

Anglo-Saxons - we learnt that some stereotypes like wearing horns are incorrect and can come from secondary sources which aren't as reliable.

We have learnt that the Anglo Saxons came from other places not just Britain and they created settlements. They thought about where to create their settlements where they could farm, and be safe. We also learnt about the Anglo Saxon ship burial at Sutton Hoo. We discussed the objects found and what they might tell us about the person buried there.

We learnt that places in Britain are named now because of the Anglo Saxons. The words in names meant things in the Anglo Saxon language. Lee meant clearing. We used maps to identify these places in Britain.

Year 4

Stone Age and Bronze Age. We looked at the Amesbury Archer and what he was buried with.

Looking at a primary source helps us to understand how things have changed. In the Stone age they had simple tools and weapons but then they made them from Bronze which was stronger and they could sell them for money.

We learnt about Skara Brae and Kingsmead Quarry. We learnt these are places where the Stone Age people lived. We learnt about the different housing that people lived in.

Year 3

Ancient Egypt and the tomb of Tutankhamun. We also thought about primary and secondary sources.

We looked at the River Nile learning that it flooded it every year making the land fertile. The Nile was used for trading and fishing. We learnt they used boats made from papyrus or wood.

We learnt about the Ancient Egyptian language using hieroglyphs. We learnt that there might have been 700 different hieroglyphs it would have been really complicated. But not many people learnt to write because they weren't rich enough or have things to write on.

Children could explain how their prior learning supported their current learning:

We learnt about Romans in Y4. We learnt about the Romans first because they came to Britain before the Anglo Saxons. We learnt the Anglo Saxons came to help Britain get rid of the Romans.

We learnt in other years about primary and secondary sources but this year we have been able to look at the reliability of them and start to understand that some primary sources are more reliable and provide better information.

Children could outline some of the ways they are supported to remember their learning including through recap quizzes, engaging activities such as making brooches/pots or creating fact files with a specific purpose and learning about specific significant people or events.

What makes our curriculum provision for History exceptional and beyond the expected?

- ❖ the use we make of the world-class museums in London to supplement our teaching and learning in school
- ❖ the way children's learning is enriched by drama opportunities linked to their history learning and the part this plays in embedding knowledge in their long term memories
- ❖ the consistent use of our KS2 timeline to reinforce chronology and how periods, events and people fit together



Key points for discussion with governors about this report

- Progression across the school in the use of sources
- Use of trips and other enrichment activities) to deepen children's understanding and enthusiasm for history and how we have adapted and changed this over the past two years