

History

Intent

For all children at Byley Primary School to have the opportunities to:

- know and understand the history of Britain from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; features of past non-European societies
- gain an understanding of terms such as 'empire', 'civilisation' and 'democracy'
- 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, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- understand the connections between local, regional, national and international history

Implementation

Resources and Location: Resources are stored in the relevant classrooms. CGP Study books and Activity books are available for KS2. Staff also have access to books, artifacts and DVDs from the Cheshire Education Library Service.

Where is pupil's work recorded? Work is recorded in different ways depending on the activity/task. Each child has a History/Geography book. When linked to class texts, work may be recorded in English books. History work is also displayed in classrooms and corridors.

Long Term Overview: see "Subject Curriculum Map" below.

Opportunities for cross-curricular learning:

Maths: Chronology and statistical information.

English: The study of History provides many opportunities to develop speaking and listening through discussion and debate. Reading of both primary and secondary sources of information is a central part of the study of History. In presenting accounts, arguments and analyses, there are many opportunities for writing.

Computing: Technology can be used to research as well as present information.

Art: Pupils "should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." (NC)

Music: Children should "perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians". (NC)

SMSC: Through the study of History, children can develop knowledge of, and respect for, different people's faiths, feelings and values as well as a sense of enjoyment and fascination in learning about their own history, the lives of others and history of the world around them. They can also study the consequences of behaviour and actions, moral and ethical issues from the past, and an

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understanding of the wide range of cultural influences that have shaped their own heritage and that of others.

Impact

The impact of our History curriculum is regularly monitored by the subject leader through talking to children (including links to previous learning and understanding of key vocabulary), looking through their History books, looking at planning and through discussion with staff.

Assessment: Guidance for staff on what working towards, expected and exceeding looks like at the end of Key Stage 1, lower Key 2 and upper Key Stage 2 is available. Where published units are used, end of unit “Assessment Statements” are also available.

Michael Roberts

Byley Primary School: Subject Curriculum Map						
Subject: History <i>National Curriculum Subject Content</i>						
	Autumn		Spring		Summer	
	A	B	A	B	A	B
Y1/2	Famous Explorers <i>(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)</i>	Toys <i>(Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i>	Florence Nightingale Mary Seacole <i>(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)</i>	Great Fire of London <i>(Events beyond living memory that are significant nationally or globally)</i> Great Fire of Nantwich <i>(Significant historical events, people and places in their own locality)</i>	Changes in transport <i>(Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i>	Seaside holidays <i>(Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i>
Y3/4	Stone Age <i>(Changes in Britain from the Stone Age to the Iron Age)</i>	Ancient Egypt <i>(The achievements of the earliest civilizations)</i>	Romans <i>(The Roman Empire and its impact on Britain)</i>	Chester <i>(A local history study)</i>		WW2, including impact on Byley <i>(A local history study)</i>
Y5/6	Antarctic exploration	Victorian childhood <i>(Changes in an aspect of social history)</i>		Anglo-Saxons and Vikings <i>(The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>	Maya Civilisation <i>(A non-European society that provides contrasts with British history)</i>	Ancient Greeks <i>(Ancient Greece)</i>

