



Confidence. Persistence. Getting Along. Organisation. Resilience.

History Intent

The past inherently teaches us about the present. Through the study of people in the past, children learn to become analytical thinkers, asking questions and hypothesising about what life was like. They learn to be curious about why events happened as they did and learn to measure the impact of these events. History piques our interest about the lives of others and how they adapt to change. Therefore, through the study of the subject of History, our children learn transferrable skills, such as the ability to sift arguments, weigh evidence, use historical terms and order events chronologically. We want children to be able to imagine what life was like and learn from the follies and achievements of the past.

At Edisford, our History teaching is underpinned by five components:

1. Historical Knowledge (Significant dates, events and individuals)

In each year, children learn a key set of significant dates and events, as well as the names of significant historical figures. This is built upon in a spiral curriculum from Reception through to Year 6. Dates and events are linked to the units of history covered. This aids chronological understanding.

2. Chronological Understanding

We want our children to be able to understand the order of events and as a result, the cause and effect of events. We want our children to know and understand the history of these islands and the wider world coherently and chronologically, from the earliest times to the present day. We teach key dates and events from Reception through to Year 6 in a spiral curriculum, adding pertinent events each time to memorise. In this way, children will gain historical perspective.

3. Historical Enquiry

Underpinning our history curriculum is our intention that children imagine what life was like and learn from the past. They do this by hypothesising about the past and asking

historical questions such as 'How did children feel being evacuated during WWII?' or 'What was daily life like in Anglo-Saxon England?' They also practise answering these questions using the evidence. Children learn to do this best by handling artefacts and looking at historical evidence. In this way, they develop a keen sense of perspective and judgement.

3. Interpreting Evidence

We encourage our children to empathise, ask questions and strengthen understanding of a period of history. We want them to interrogate evidence and artefacts, so that they glean information about life at the time. We use a mixture of approaches for this – primary evidence such as pictures or photos, written evidence and artefacts (diaries etc.) and secondary sources such as diagrams, written evidence. We also encourage children to understand the concept of an artefact in imaginative ways e.g. Archaeology trays with modern-day objects or replica 'Grecian' pots. We teach children to handle artefacts carefully so as to preserve what history has left to us. Handling real evidence is a key part of how we teach history.

4. Historical Concepts

We want our children to understand key historical concepts such as continuity and change, cause and consequence, turning points in history, similarity and difference, significance, connections and trends and achievements and follies. Children will learn how to draw contrasts and analyse trends. They will present these findings in a variety of ways including writing at length, analysing evidence and comparing and contrasting. Children will also learn how to weigh up the significance of events and their effect on history.

History Lesson Sequencing

Each year group covers the statutory components of the National Curriculum for History.

In Reception, children learn about themselves and the people around them and their roles in society. They place their birthdays on a timeline and talk about today, yesterday and tomorrow. They learn to use the past tense when talking about events that have happened and the present tense for things that are happening now. They also learn about key people who were significant in the past, such as Guy Fawkes, the Queen and Neil Armstrong. They study animals such as dinosaurs, and how they are extinct.

In Key Stage One, children learn about the Victorians and compare their lives to their own. They study significant events in British or world history, compare and contrast the lives of significant individuals such as Mary Seacole and Florence Nightingale, and study their local history through Clitheroe Castle. They build on this understanding by studying the Wright brothers who made the first flight and the Great Fire of London. By the end of Key Stage One, we intend children to understand that significant events happened in the past and know some significant people. They also gain an understanding of chronology.

In Key Stage Two, children cover a range of historical events and periods. These are organised so as to appeal to the age of child. This means that children look at Prehistoric Britain, moving on to Roman Britain, then the Anglo-Saxon and Scots settlement of Britain, before studying the Viking and Anglo-Saxon struggle for the Kingdom of England. This enables children to gain a sense of British history over time.

Pupils are also taught about Ancient Greece, local history of Clitheroe and Low Moor, Ancient Egypt and social history through the study of Crime and Punishment.

Within each key stage, lessons are sequenced within each unit to ensure continuity and include teaching hooks and first-hand experiences to pique children's interest, chronologies and timelines, handling of artefacts including replicas, workshops by historians, history trips. The lessons draw on the Edisford ethos of 'enjoyment, charisma and memories'.

Each year group learns key dates and events in the past, which builds from Reception through to Year 6. We want our children to know certain dates and events by heart.