



Clayton-le-Woods Church of England Primary School

# History

Long term overview and Statement of Intent



*Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as*



*the unique individuals God created us to be.*



### **Intent of the teaching and learning of History**

We teach history to learn about, and from, the past through providing a wide and varied range of experiences that enable us to revisit the past and to understand their place in history.

It is of the utmost importance that children gain knowledge and understanding of the history of the United Kingdom, the wider world and their local area. These are broken down into substantive and disciplinary areas that are identified within our long-term overview from EYFS to Year 6. We share with children the substantive focus for the area of study through a question that is referred back to ensuring children gain an understanding of how they fit in to the world and ensuring children feel like they belong. We fulfil the expectations set out in the National Curriculum Programme of Study and the Understanding the world element of Development Matters.

### **Implementation of the teaching and learning of History**

Careful consideration has taken place to ensure that learning within history is clearly sequenced and ensures clear progression in the substantive and disciplinary concepts. Children are taught through high-quality first teaching and include first-hand experiences that put learning into context for the pupils. This ensures that learning is relevant and relatable, subsequently increasing their knowledge and understanding of History and its importance. Through the use of front covers in Key Stage 1 and 2, children access subject specific vocabulary that is pre-taught, and supports all pupils to succeed and flourish in the world.

We use adaptive teaching approaches, taking into account recommendations from external agencies, across the curriculum. Approaches such as chunking learning into smaller steps, frequent repetition of learning ensures all pupils, including those with SEND, are able to access the learning and gain granular knowledge within the subject to the same high-standard as their peers, providing a flexible, ambitious and robust curriculum for all.

Other implementations include visiting historical sites, researching historical figures/events through a range of media (such as library loans and virtual experiences), re-enacting a Historical event, as well as interviewing individuals who have experienced various Historical events, for instance, a WW2 survivor. History provides an excellent opportunity for children to develop effective enquiry skills, for instance how events/significant people have impacted on our life today. This can be evidenced through History books, displays, pupil voices, self-study and data.

At Clayton-le-Woods CEP, we continuously assess this through, questioning, discussion and debate, and seeking children's views through pupil voice as well as formative assessments. Records of those children working at different standards is recorded on the knowledge and skills maps along with identified next steps. These are shared with the subject leader and curriculum lead and are reviewed at the end of each half term. This supports us in improving our teaching and learning, and thereby the outcomes for our pupils, of all ages, as it highlights any gaps in learning, consequently highlighting areas that need to be developed further so they know more and remember more.

### **Impact of the teaching and learning of History**

The impact of teaching and learning of History equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time; experiences that will prepare them for the next steps in their lives.

Miss B Eastham

July 2024



How we live out our British and Christian Values in History				
Democracy	The Rule of Law and Forgiveness	Individual Liberty and Courage	Mutual Respect, Respect and Friendship	Tolerance of those of different faiths and Beliefs, Thankfulness and Truthfulness
<p><b>The History classroom</b> must be a <b>democratic</b> classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.</p>	<p>In History, pupils examine different codes for living and consider the value of the <b>rule of law</b> where all people are equal before the law. Children throughout the history curriculum look at the role of parliament and monarchs and are taught how the <b>rule of the law</b> is fundamental to our society and the effects if it is ignored. We draw on our Christian value of <b>Forgiveness</b> to help us understand how we can learn from the past and reconcile our understanding now with events from the past.</p>	<p>Children will explore their own <b>individual liberty</b> in terms of exploring their own career paths within History and surrounding the subject. Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good. Children will explore <b>Courage</b> through identifying those that have overcome adversity in the past and how that impacts on their own lives.</p>	<p><b>Mutual respect</b> is taught and given when children are expressing their opinions and beliefs through different historical time periods. Children are taught and encouraged to show <b>respect</b> to each other's beliefs, feelings and opinions by giving each child a forum to share these on; with the expectation that these must be listened to and bonds of <b>friendship</b> demonstrated. When discussing what it means to be British, and how this is demonstrated in different historical time periods, children can celebrate their heritage whilst embracing the ties which bind us together.</p>	<p>Children consider questions about identity and belonging when learning about different religious <b>beliefs</b> during different historical periods and the cultures that we can learn about and from. When comparing people during different time periods and how they lived, children will consider the effects of religion and culture on their lives and the impact on society. Children will reflect on the Christian value of <b>thankfulness</b> when reflecting on how historical events have led to the society in which we live and <b>truthfulness</b> when exploring the reliability of sources and what they tell us about the past.</p>



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	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Willow Class (Pre-School)		Black History Month Historical significance, historical interpretations. Rights Why am I significant?	<p>Childhood <u>What significant events have happened in my life?</u></p> <p>Similarities and differences</p> <p>Begin to make sense of their own life-story and family's history (talk about photos and memories).</p> <p>Recognises and describes special times or events for family or friends.</p>	Remembrance Day Historical significance, Causes and Consequence				
Ash Class (Reception)					<p>Technology <u>How has fishing changed over the years?</u></p> <p>Similarities and differences</p> <p>Use language to discuss the past and present (eg. past, a long time ago, now, today etc.)</p>		<p>Justice/Equality <u>Whose job is it to help us?</u></p> <p>Historical significance</p> <p>Begin to be able to talk about the lives of the people around them and their roles in society. (ELG)</p>	<p>Childhood <u>How have stories changed over time?</u></p> <p>Change and continuity</p> <p>Know some similarities and differences between things in the past and now,</p>



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					Order events based on chronology, identifying things that may have happened in the past and how they know (eg. before they were born).			<i>drawing on their experiences and what has been read in class. (ELG)</i>
Oak Class (Year 1)			<p>Civilisations</p> <p><u>What caused the Great fire of London?</u></p> <p>Causes and Consequences</p> <p>Samuel Pepys</p> <p>Events beyond living memory – Great Fire of London</p> <p>The Great Fire of London by Paul Perro</p> <p>Library loan – Big book, Fire of London</p> <p>events beyond living memory that are significant nationally or globally</p>			<p>Monarchy</p> <p><u>How has life changed within living memory?</u></p> <p>Significance</p> <p>Royal Family members including King Charles III and Queen Elizabeth II</p> <p>Changes within living memory</p> <p>Once there were giants – Martin Waddell</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		



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<p>Elm Class (Year 2)</p>	<p><u>Childhood</u> <u>What was school like during the Victorian period?</u></p> <p>Similarities and differences</p> <p>Victorian school – local study our school?</p> <p>Oliver Twist and other great stories</p> <p>Library loan – Victorian/Edwardian school days, Victorian toys and games Visitor – Lancashire</p> <p>significant historical events, people and places in their own locality.</p>			<p><u>Leadership</u> <u>Why was Mae Jemison a significant person?</u></p> <p>Historical Significance, similarities and differences</p> <p>Leadership/Technology (if doing Neil Armstrong) Significant People) <u>What is Neil Armstrong remembered for?</u></p> <p>Historical Significance, similarities and differences</p> <p>Neil Armstrong comparison with Christopher Columbus First men on the Moon by J. Patrick Lewis</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>				
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<p>Beech Class (Year 3)</p>	<p><u>Civilisations</u> <u>How has the settlement of Clayton-le-Woods changed over time?</u></p> <p>Sources and Evidence</p> <p>Robert de Clayton</p> <p>Local History – The school badge</p> <p>Local walks including to Lower Kem Mill</p> <p>a local history study</p>				<p><u>Industry/Technology</u> <u>What caused the change from hunter gatherer to settled farmer?</u></p> <p>Cause and consequence</p> <p>Ancient Britain – Stonehenge to Iron Age</p> <p>Stonehenge by Brian Moses</p> <p>Library loan – saddle Quern, Stone Age loan</p> <p>changes in Britain from the Stone Age to the Iron Age</p>		<p><u>Leadership</u> <u>What change did Emperor Hadrian bring to Britain?</u></p> <p>Change and continuity</p> <p>Emperor Hadrian/ Boudicca</p> <p>Roman Britain</p> <p>Ode to a Roman Road by Brian Moses</p> <p>Virtual Roman visit</p> <p>Library loan – Roman artefacts, Roman auxillary helmet and Ribchester helmet, Roman archaeology in Lancashire</p> <p>the Roman Empire and its impact on Britain</p>	
<p>Silver Birch Class (Year 4)</p>			<p><u>Migration</u> <u>Why did migrants come to Britain? What were the experiences of migrants in Britain?</u></p> <p>Change and Continuity</p>				<p><u>Civilisations</u> <u>How do we know about Ancient Egypt?</u></p> <p>Historical Interpretations</p> <p>Tutankhamun</p>	



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			<p>Floella Benjamin, Benjamin Zephaniah</p> <p>Coming to England, Windrush child by John Agard</p> <p>Empire Windrush</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>			<p>The Nile Flood by Brian Moses</p> <p>Ancient Egyptians</p> <p>Library loan – Soul House, Afterlife, Priest Visit to Blackburn museum History alive workshop</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	
Holly Class (Year 5)	<p>Invasion/Migration <u>What did the Anglo- Saxons want with Britain?</u></p> <p>Sources and Evidence</p> <p>Anglo-Saxons</p> <p>We are the Anglo- Saxons by Roger Stevens</p>			<p>Civilisations <u>What can we learn from Early Islamic Civilisations?</u></p> <p>Historical significance</p> <p>Baghdad – Early Islamic Civilisation</p> <p>Harun al Rashid Ibn Battuta</p>		<p>Leadership/Monarchy <u>What did the Ancient Greeks achieve that still influence us today?</u></p> <p>Similarities and differences</p> <p>Ancient Greeks</p> <p>Alexander the Great</p>	



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	<p>Trip to Mere Tun – living life as an Anglo Saxon</p> <p>Library loan – armour, clothing, artefacts, shield, women’s belongings</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p>			<p>Amazing Muslims who Changed the World</p> <p>a non-European society that provides contrasts with British history</p>			<p>If I was... by Brian Moses</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
Elder Class (Year 6)	<p>Justice/Equality</p> <p><u>What impact did women have on the outcome of the war?</u></p> <p><u>Why was Dunkirk a turning point in the war?</u></p> <p>Historical interpretations</p> <p>Neville Chamberlain and Winston Churchill</p> <p>World War 2</p> <p>Trip to the Imperial War Museum North</p> <p>Library loan – Propaganda posters, evacuees' suitcase</p>						<p>Invasion/Migration</p> <p><u>Is it fair to call all Vikings ‘brutal invaders’?/Who was the 1<sup>st</sup> King of England?</u></p> <p>Change and continuity</p> <p>Aethelbert</p> <p>The truth about Vikings by Roger Stevens</p> <p>Vikings</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time</p>



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	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066							of Edward the Confessor
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Substantive concept

Enquiry based topic question

Disciplinary concept

Significant people

Books/poems

Wow moments -trips/visits/visitors

National Curriculum objectives/EYFS progression - UTW – Past and Present statements (Early Learning Goals – ELG, in italics)