

Sutton Park Primary School

History

<p style="text-align: center;"><u>Sutton Park Curriculum Drivers</u></p> <p>Aspiration (so that our children always strive for success and aim high in all they do); Communication (so that our children can develop the language and skills necessary to communicate effectively); Understanding (so that our children understand where they came from, where they are going and to appreciate the diversity of different communities and individuals) and Restorative Behaviours (so that our children take responsibility for their actions and can build successful relationships).</p>	<p style="text-align: center;"><u>Curriculum Progression (including concepts)</u></p> <p>We encourage our children to ‘think like a historian’ by demonstrating a growing understanding of the following progressive areas of disciplinary knowledge:</p> <p>Chronology Events, people and changes Communication and historical enquiry Interpretation and using sources.</p> <p>Key concepts: A range of these concepts are explored through each historical unit and provide lenses through which to consider different aspects of history.</p> <p>Hierarchy and Power (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery) Settlement (country, settlement, location, community, culture, civilisation, economy, religion, trade, architecture) Exploration and Invention (discovery, migration, navigation, progress, innovation, expedition, globe, culture, technology, indigenous) Conflict and Disaster (country, conquest, liberation, occupation, invasion, military, peace, plague, surrender, war, rebuild, ambush)</p>	<p style="text-align: center;"><u>Intent</u></p> <p>Through our History curriculum, at Sutton Park we aim to inspire pupils’ curiosity about the past and to develop their historian mind-sets. The History curriculum is carefully planned to ensure pupils build on their prior knowledge and develop their retrieval of key historical information. Throughout their school lives, pupils will encounter the four key concepts we have set out in the curriculum progression, allowing them to make links with previous learning. Pupils will gain an understanding of chronology, use a range of sources and discuss their reliability, understand and discuss significant individuals and events, and have opportunities to make comparisons to different historical periods. Pupils will become historians by developing their disciplinary knowledge of History, alongside substantive knowledge of key events in the history of Hull, Britain, and the wider world.</p>
<p style="text-align: center;"><u>EYFS at Sutton Park</u></p> <p>History is encompassed in the Understanding The World area of learning. The EYFS curriculum is mapped carefully to make links to the history curriculum throughout the year as children are introduced to a wide range of texts including significant people and events from the past. Children also explore the concept of past and present in relation to their own lives and of family members. Ongoing opportunities are also exploited as they arise such as significant events, celebrations, sporting events, visits/ visitors as well as children’s own experiences or interests/ fascinations.</p>	<p style="text-align: center;"><u>Lesson Structure</u></p> <p>Each session follows a clear structure supported by Rosenshine’s Principles of Instruction (Review, Check for Understanding, Provide Models, Provide Scaffolds, Guide practice).</p> <div style="text-align: center;"> <pre> graph LR A[Revisit/ Review] --> B[Teaching/ introduce new learning] B --> C[Questioning/ check for understanding Vocabulary check] C --> D[Independent/ group/ paired activity] D --> E[Assess/ Review] </pre> </div>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.</p> <p>Through our history curriculum we build cultural capital with:</p> <p style="text-align: center;">Trips and visits within the local area Opportunities to explore artefacts from a specific period of history using resources from the library service. Learning about and celebrating historical events such as Bonfire Night and St. George’s Day</p>

History Whole School Overview

	Autumn	Spring	Summer
Year 1		Totally terrific toys	Sun, Sea, Sand and Sovereigns (Victorian Britain)
Year 2	What happened on Pudding Lane in 1666? (The Great Fire of London)	Up, Up and Away (Amy Johnson)	
Year 3	Stone Age		Tomb Raiders (Ancient Egypt)
Year 4		The Romans	Quest for the Kingdom (Vikings and Anglo Saxons)
Year 5	Ancient Greece		The Triple Trawler Tragedy (Local history study)
Year 6		Islamic Civilisation	Changes since WW2 (Hull focus)

Assessment

Retrieval based learning techniques used throughout the unit to ensure pupils' remember more.

At the end of every unit, pupils complete an innovate map which allows them to demonstrate the skills and knowledge they have learned through the unit.

Teachers build a picture of pupils' capabilities throughout the year using formative assessment.

Pupils are assessed at the end of each academic year

Impact

Children are engaged within history lessons and curious to discover, learn and remember more. Work is of a high quality, demonstrating how pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Pupils' work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in to engage all pupils. Children are able to 'Think like a Historian' including a growing knowledge of 'Chronology', 'Events, People and Changes', 'Communication and Historical Enquiry' and 'Interpretation and Using Sources'.

Learners are becoming more articulate when communicating historically. As Historians, children learn lessons from History to influence the decisions they make in their own lives (including in their application of British Values) ready for life in modern Britain.

Key Historical Sequence of Learning

