

# History at St Andrew's



<p>Our history curriculum develops children while enabling them to understand their place in the world; promote curiosity and fascination - to become active learners with a passion for history. This curriculum will allow our children to have a sense of who they are locally, nationally and globally, while developing them into well-rounded and successful historians, by having a sense of chronology; being able to organise their understanding of the past.</p>	<p style="text-align: center;"><b>BIG IDEAS</b></p> <ul style="list-style-type: none"> <li>• A sense of time—with coherent. Chronological understanding;</li> <li>• Cause and consequence;</li> <li>• Continuity and change;</li> <li>• Progress and regress</li> <li>• Similarities and differences</li> <li>• Appreciating diversity;</li> <li>• Effectively use a range of artefacts and sources to analyse their validity;</li> <li>• Consider causation and the significance of key events;</li> <li>• Utilise opportunities outside the classroom, including enriching experiences, such as: visitors, trips and home learning.</li> </ul>	<p style="text-align: center;"><b>CONTENT &amp; SEQUENCING</b></p> <p>Historical themes/ideas are used as vehicles to support cross-curricular learning, while allowing for a deeper understanding, ensuring progression of both first-order and second-order concepts as the children move through the key stages.</p> <ul style="list-style-type: none"> <li>• EYFS—ELG: Knowledge and understanding of the world</li> <li>• Year 1— History of Castles: Battle of Hastings</li> <li>• Year 2—Bright Sparks: The Great Fire of London/significant scientists/Sir Isaac Newton/Christopher Columbus;</li> <li>• Year 3—Amazing Americas: Mayan Civilisation/Non-European Civilisation; Prehistoric Britain: Stone Age, Iron Age, Changes in Britain; It's all Greek to me: Ancient Greeks/Ancient Civilisation.</li> <li>• Year 4—Rotten Romans: Roman Empire, impact on Britain/local study</li> <li>• Year 5—Vikings: Invaders and Settlers, Anglo Saxons; Victorians: time after Britain after 1066;</li> <li>• Year 6 - Egyptians: achievements of earliest civilisations; WWI, Local Study/ Battle of Britain/ Impact of WWII</li> </ul>	
<p style="text-align: center;"><b>LINKS WITH ENGLISH &amp; MATHS</b></p> <ul style="list-style-type: none"> <li>• Lessons are well structured and led by teacher not activity</li> <li>• Taught via high quality text and images</li> <li>• Historical figures provide further breadth and depth (Local :Issac Newson)</li> <li>• Non Fiction and Fiction writing stimulated through Historical</li> </ul>	<p style="text-align: center;"><b>RETRIEVAL PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Historical knowledge of key events</li> <li>• Linking different historical events together</li> <li>• Low-stake quizzes</li> <li>• Revisiting prior knowledge</li> </ul>	<p style="text-align: center;"><b>PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Units of work sequenced to build on prior knowledge and concepts are built upon from previous year groups and units, leading to increased knowledge</li> <li>• Develop analysing and evaluating skills (Give an opinion)</li> <li>• Responses to key questions</li> <li>• Low-stake quizzes</li> <li>• End of unit reports/ tasks/</li> </ul>	<p style="text-align: center;"><b>SUPPORT</b></p> <p>All children have access to the History National Curriculum</p> <p>Some pupils learn key Historical ideas with others extended to find out more</p>