

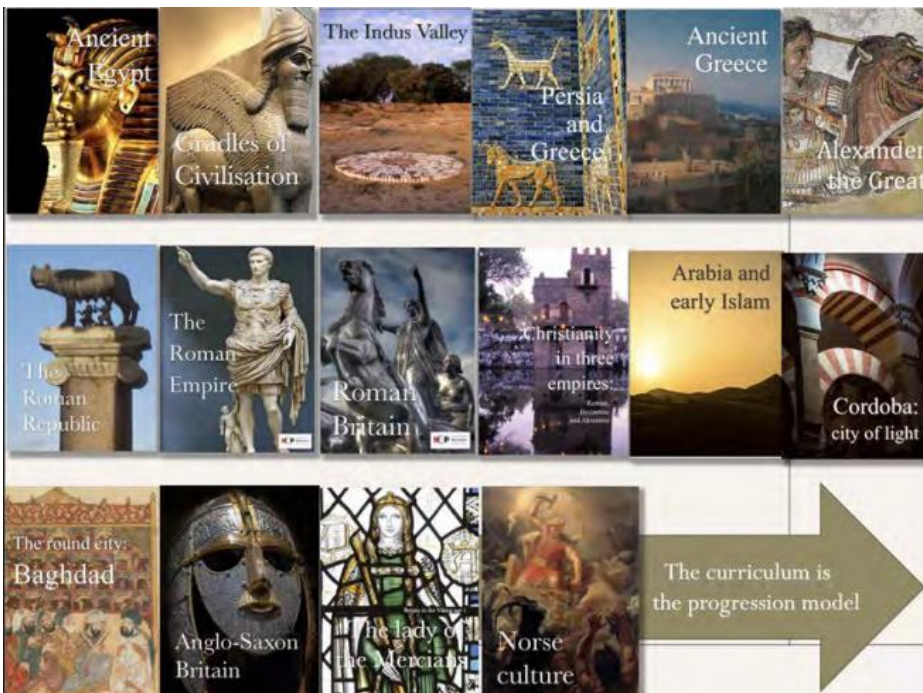


History Curriculum Rationale

Intent

At Oreston Community Academy, children will experience History through interactive and stimulating lessons and undertake field trips relevant to their topics to bring their History learning to life. We support children in developing a sense of chronology from living memory to the earliest of human History through an inquiry-based approach in which children are encouraged to investigate and interrogate a range of historical evidence and sources. Children will also learn about cause and consequence when looking at historical events and discuss how people's actions have influenced events and shaped their world.

Explicit links to storytelling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage learners and create purposeful, high leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills. Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.



Implementation

Nursery/ EYFS

History is encompassed in the Early Years through 'Understanding of the World'; alongside 'People and Communities', 'The World' and 'Technology'. At Oreston Community Academy, children begin and continue to develop their understanding of history through a thematic approach to learning. This combined with a learning environment that is enriched with

historical objects tailored to the children's interests, enables imaginations and curiosity to be instantly ignited. Let the exploring begin! Learning through play is vital in encouraging the development of children in their oracy skills, especially when explaining about significant events in their own past experience and recognising, relating and describing these times about their family or friends. In Early Years, children are encouraged to explore the world around them. Through their carefully designed environment and its objects, teachers can continuously ask questions to develop understanding. This allows children to sequentially and consciously ask questions about the history and the significance around them. Through our child centred themes, children are encouraged to know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. These skills are fundamental in the development our children in becoming successful historians.

In Early Years, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living history. This will ensure a firm foundation for Key Stage 1 history.

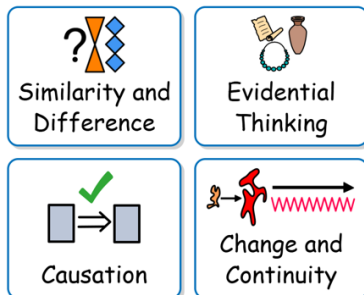
Key Stage 1

Our KS1 History scheme of work is well sequenced, with clear progression of knowledge, concepts, skills and vocabulary to enable the pupils to develop as young historians with cross-curricular links to other subjects for each unit. The scheme of work provides primary and secondary resources to support teaching and learning with suggested activities to show understanding of key concepts.

<p>Year 1</p>	<p>Place: Local History</p> <p>Is there any difference between schools today and in the time of your parents and grandparents?</p> <p>Similarity and Difference</p> <p>Sources and Evidence</p>	<p>People:</p> <p>Why do we remember Isambard Kingdom Brunel?</p> <p>Significance</p> <p>Sources and Evidence</p>	<p>Events: Flight Firsts</p> <p>How have flights changed the world</p> <p>Significance</p>
<p>Year 2</p>	<p>Events: The Great Fire of London</p> <p>What were the causes and consequences of the Great Fire of London?</p> <p>Cause and Consequence</p>	<p>Place: Local history</p> <p>How did 17th Century life in both Plymouths compare?</p> <p>Similarity and Difference</p>	<p>Opening Worlds bridging unit</p> <p>How do we know about the Stone Age?</p> <p>Evidential Thinking</p>

In both KS1 and KS2 the following historical disciplinary concepts are followed:

History Disciplinary Focus



Key Stage 2

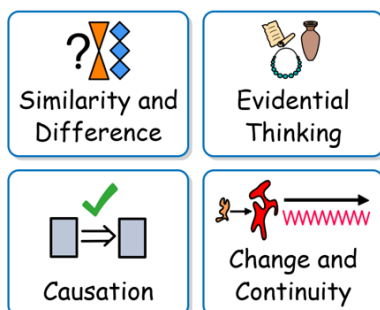
History is taught through the "Opening Worlds" scheme.

In KS2 at Oreston Community Academy, we are using the 'Opening Worlds' Humanities Curriculum, to deliver the National Curriculum for history. Opening Worlds is a knowledge-rich humanities programme for teaching history. The curriculum is characterised by strong vertical sequencing within subjects so pupils gain fluency in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting.

In curriculum year 24/25, Years 4-6 will follow the Year 4 Opening Worlds curriculum.

In both KS1 and KS2 the following historical disciplinary concepts are followed:

History Disciplinary Focus



Impact

At Oreston Community Academy, we strive to ensure children understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry with organisation and communication. This alongside, a secure understanding of how the relationships between different groups have also changed throughout history, encourages children to be submersed within the subject, being and thinking like a historian.

The impact of the history curriculum is regularly reviewed in staff meetings and INSET days throughout the year, through discussions with teaching staff. Strong links are made with primary and secondary schools across the Westcountry Schools Trust to ensure continued review of practise and provision. In addition, discussions with pupils about their learning,

observations and evaluations of their work through book looks contribute to the review of impact.

The more you know about the past, the better prepared you are for the future - T. Roosevelt