



Caversham Park Primary School

Together we enjoy, create and achieve

History Rationale

We value History in Caversham Park Primary School: we are Historians. Our History curriculum enables children to gain knowledge and better understand Britain's past and that of the wider world. Our curriculum involves children understanding the process of change, the complexity of people's lives, the diversity of societies, and relationships between different groups, as well as understanding their own identity and place in society, thus enabling growth of cultural capital. We deliver not only a knowledge rich curriculum but also a curriculum with clear skills progression so that we deepen children's understanding of the past whilst developing their critical and evaluative skills. As children progress through Caversham Park Primary, they will know more and understand more about local, British and World History.

Curriculum Intent:

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable allowing the children to build upon their growing knowledge of the past.

The children will learn an ordinary person's and a historically important person's perspectives thus enabling them to better understand power and to draw comparisons between the way people lived in the past. Our curriculum gives children a strong grounding in local History: as in Key Stage One the children learn about Changing Times in their Homes and Technology topics (Reading has a booming tech. industry), before focusing on local people and places of significance in their Biscuits and Hospital topics. Finally, in carefully chosen (for local and historical relevance) topics about significant moments in time the children learn about The Great Fire of London and The Space Race.

In Key Stage Two, through a focus on Reading and then what was happening in another part of the world, in the next unit, the children will better understand change and continuity in our own locality and across the world while allowing them to draw comparisons and make contrasts. Taught chronologically from the first settlements in and around Reading during the Iron Age, through The Romans, The Anglo Saxons and The Normans, children learn through the themes of people's perspectives, power and change. Then all children learn about the History of another part of the world during this same time period to provide an understanding of what was happening outside of Britain during this time. We believe this strengthens the connections that children make between time and place. Again, taught chronologically, from Ancient civilisations in Egypt and Greece through to Early Islamic Civilisation and the Benin Kingdom, we aim to provide not only an understanding of these places but also a point of comparison to Reading and Britain during these times. We have included the unit on Benin to challenge the often-prevalent narrative in the teaching of African History. This celebrates a highly successful civilisation and from which we link to the next Topic of Civil rights. We have gone on to carefully select other Historically significant movements, studying conflict in the 20th Century and then local significant events in the rise and fall of Reading Abbey and the significance of the railway as part of the industrial revolution.

All of our units, in both Key Stages, are carefully selected and related to provide children with an understanding of how past events have shaped Reading, Britain and selected other parts of the world. We intend children to coherently develop historical knowledge and skills as set out in the knowledge and skills progression document. Every year, they build their skills in Historical enquiry, how to interpret History, chronology and how to organise and communicate historical understanding. For example, in Year 1 children will sequence events in their own lives and by Year 6 will sequence up to 10

events on a timeline. In Year 2 children will compare 2 versions of the same event (Great Fire of London) and by Year 6 will consider the accuracy of their interpretations (The Normans).

At Caversham Park we believe that History should be accessible to all children and as such the curriculum is designed so that teachers can scaffold the learning to suit the individual child. All children have access to a full curriculum and have the opportunities to Enjoy, Create and Achieve!

Curriculum Implementation:

Pupils engage in weekly Humanities lessons and alternate between History and Geography sequences of learning throughout the year with explicit links being made between both when relevant. Where appropriate, units follow sequentially on from a related Humanities topic to further facilitate transferability and progression. For example, in Year 4, children will complete a History unit on Ancient Greece before completing a European regional study of Greece in Geography. Each lesson starts and ends with a key question. Each unit starts and ends with a key question: the end product of each unit allows each child to demonstrate the knowledge and skills that they have acquired throughout the unit.

In both Key Stage 1 and 2, key knowledge and skills for each topic are identified in planning to ensure progression across topics throughout each year group across the school. The skills and knowledge gained are constantly revisited as "sticky knowledge" quizzes are carried out at the start of most History lessons. These focus on revisiting key Historical vocabulary (see unit overviews) and key events, including names and dates. Knowledge organisers are also used to provide children with an individual bank of vocabulary and key knowledge relevant to their unit of learning.

Museums and the local area are fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. This allows the children to give them a sense of time and place in their own locality in KS1 which is then developed into a global sense of the past throughout KS2. For example, children in Year 1 walk around their locality looking at homes from different ages and then in Year 6, children visit Reading Museum to look at the Bayeux Tapestry and complete an Historical tour of Reading, including the Reading Abbey.

Curriculum Impact:

We assess History using formative assessment, assessing children not only within the lesson but across the unit. All units culminate in an end product where all children show the knowledge and skills that they have gained through out the unit. Thus, teachers have a clear idea of the impact of their teaching and are able to ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in for future learning both from lesson to lesson and from unit to unit. End products also ensure achievements in History are show cased and celebrated.

EYFS is the start of the children's journey as a Historian and by the end of their time in EYFS the children will know:

- about the past and present by having talked about their immediate family (and community) and describing and comparing them.
- about basic chronology as they recognise that things have happened before they were born.
- about comparing and contrasting characters in stories including figures from the past, by looking at common themes and different cultures, places and times. Thus, they are fully prepared to learn about History as a discrete subject in KS1

By the end of their primary school journey as a Historian, children at Caversham Park Primary, will leave us:

- knowing what Reading was like during the significant events that happened in all time periods studied. Knowing how Reading has changed over time but also what has stayed the same.
- Knowing and understanding what life was like for the powerful people and the ordinary people both in Reading and in other parts of the worlds at the same time, giving them a secure understanding of perspective and power thus they know how Reading and the experiences of people in Reading was different to what was going on in other parts of the world at the time.
- Knowing how to use different methods of historical enquiry, enabling them to make connections, draw contrasts between place, people and times.
- Knowing how these past events and people have shaped Reading and shaped the parts of the world that are studied.
- As a result, children will have gained historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; they will be ready for the demands of the KS3 History curriculum and have a secure, cohesive and chronological knowledge of Reading and parts of the wider world.