

# History

Regis Manor Primary School



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# Intent

Our History curriculum provides high quality, enriching and engaging opportunities to learn about the past. Children gain a curiosity towards their local and wider area. This will be fed by a sound understanding of all of the key historical skills and be underpinned by a coherent knowledge of British and world history. Children will understand why studying the past is important and use their new knowledge and skills to learn from the people, places and events that have shaped the modern world. Through well structured exploration and interpretation of the past, children will become reflective and responsible members of a world community.

[History Curriculum Subject Knowledge V5](#)

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# Implementation

History is taught through 'learning journeys' throughout the year. Every History unit is based on an overarching key question which is explored through interacting with a variety of sources and artefacts. Teachers identify the key knowledge and skills taught in each topic and create knowledge organisers to summarise each unit.

Significant consideration has been given to ensure progression across topics throughout each year group across the school. A bespoke skills progression document underpins History teaching and this is split into five key areas: vocabulary, historical enquiry, chronological understanding, knowledge and interpretation and context/content.

Through the planning of History, teachers provide pupils with a wide variety of opportunities to learn about History and interpret it. Through extensive enrichment opportunities, such as using Virtual Reality (VR), trips, speakers and reenactors from groups, such as Hands on History. Consideration is given to how learners learn and pupils are given the opportunity to present their research and learning in a variety of ways. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge, skills and understanding.

Opportunities for extended writing in History are provided regularly.

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# Implementation - EYFS

In the EYFS, History is developed through talking about and sharing events that children have been exposed to. This helps children to begin to build an understanding of history being primarily about things that have happened in the past in their lifetimes.

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# Implementation - KS1



Throughout Key Stage 1, the pupils of Regis Manor are taught an awareness of the past and develop their understanding of how life has changed over time.

Making our own version of the Great Fire of London!

The children learn about significant people such as Florence Nightingale and Queen Victoria, key historical events such as the The Great Fire of London and identify similarities and differences between ways of life in different periods.

During History lessons in KS1, the children learn through the sharing of historical stories. They then use these stories to pick apart history in an age-appropriate and exciting way. Lessons build in creative elements such as drama, art and DT in order to engage our youngest children while also ensuring key historical knowledge is embedded.



Historical writing about significant individuals in Y1!

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# Implementation - KS2



Historical  
escape room  
focused on the  
Stone Age!

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of local and world history, such as a short study of the Short Brothers & Sir Stanley Hooker and the ancient civilisations of Greece and the Egyptians, as well as the kingdom of Benin and World War 1 and World War 2.

Each lesson starts and finishes with a key question to introduce and summarise the learning as well as to provide a quick, low-stakes assessment opportunity. Children are taught key historical skills then lessons involve exploring and interacting with a range of different historical materials. This allows the children to come to their own conclusions about cause, consequence and significance while also developing their knowledge of chronology.

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# Inclusive Practice

We are proud of our inclusive practice at Regis Manor and this is also included within our teaching of History. To enable our pupils with SEND to access their learning we make changes to the curriculum in the following ways:

- Prior assessment of children's knowledge and early intervention to fill any gaps
- Pre-teaching vocabulary with supporting visuals with a recap in every session
- Visual resources in every lesson
- Adapted resources
- Alternatives to writing in every lesson
- Mixed-ability pairings

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# Enrichment Activities

History is learnt best when children are engaged with a subject that is being brought to life.

This can be done in a variety of ways such as hands on practical experiences either with artefacts to examine or recreating famous/ memorable parts of history such as the Fire of London or having outside experts come into school for experience days to support children to develop their understanding of what it might have been like to live in those times.

Some examples of enrichment activities at Regis Manor:



Henry VIII day

Escape room

Great Fire of London

Productions

WW1/ WW2 topic

Visits to local historical venues

Dress up days

Florence Nightingale day



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# Impact of your curriculum

Pupils will leave Regis Manor with a knowledge and understanding of:

- A sense of time and place – with a coherent, chronological understanding
- Cause and consequence
- Continuity and change
- Historical interpretation
- Historical context
- Appreciating diversity including the nature of the British Isles and the contributions of the people's have visited

Pupils will be able to:

- Effectively use a range of artefacts and sources, analyse nature, origin, purpose, utility, accuracy and reliability
- Consider causation and significance of key events
- Utilise opportunities outside the classroom including home learning to enrich experience
- Learn without limits, making cross-curricular links to secure application and mastery.
- Begin to understand the complexities of history and the lessons that can be learnt from it
- Emphasis is placed on analytical thinking and “Big Thinking” questioning, which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world so that they are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement about Britain's contribution to world history

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# National Curriculum Coverage

History is taught over a 2 year cycle. We do this to offer the children as many learning opportunities as we can. These cycles have been carefully planned to enable the children to develop their understanding. Click on the links to find out more information.

[National Curriculum - History key stages 1 to 2](#)

[Our Curriculum](#)

# Assessment

At Regis Manor, History is assessed in a low-stakes, formative manner. Teachers live-assess pupil understanding by observing pupil outcomes and discussing learning with the pupils during the session.

At the end of a History unit of learning, teachers assess the pupils based on the objectives for the term. They assess whether the objectives have been met/not yet met and why/what next steps could be needed.

	T1	T2	T3	T4	T5	T6
EYFS	<p><b>Who Am I?</b></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p><b>Who Can Help Me?</b></p> <p>Talk about the lives of the people around them and their roles in society;</p>	<p><b>Can You Tell Me A Story?</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p><b>Why Do Things Change?</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	
KS1		<p><b>Superheroes</b></p> <p>*The lives of significant individuals in the past who have contributed to national/ international achievement.</p>	<p><b>Great Fire of London</b></p> <p>*Significant historical events in their own Locality *Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p>			
			<p><b>Space</b></p> <p>*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Victorians</b></p> <p>*Significant historical events, people and places in their own locality</p>		<p><b>Pirates</b></p> <p>*Significant historical events, people and places in their own locality</p>
LKS2	<p><b>The Stone Age</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Bronze Age to Iron Age</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Ancient Egypt</b></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>	<p><b>Crime &amp; Punishment in Sittingbourne</b></p> <p>A Local History Study</p>		
	<p><b>British Monarchy</b></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p>		<p><b>Roman Britain</b></p> <p>The Roman Empire and its Impact on Britain</p>	<p><b>British Inventors</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>		
UKS2	<p><b>World War 1</b></p> <p>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p><b>World War 2</b></p> <p>*A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p>		<p><b>Vikings and Anglo Saxons</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Migration and the Windrush</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
	<p><b>Ancient Greece</b></p> <p>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>Ancient Greece</b></p> <p>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p><b>Kingdom of Benin</b></p> <p>A non-European society that provides contrasts with British history</p>		