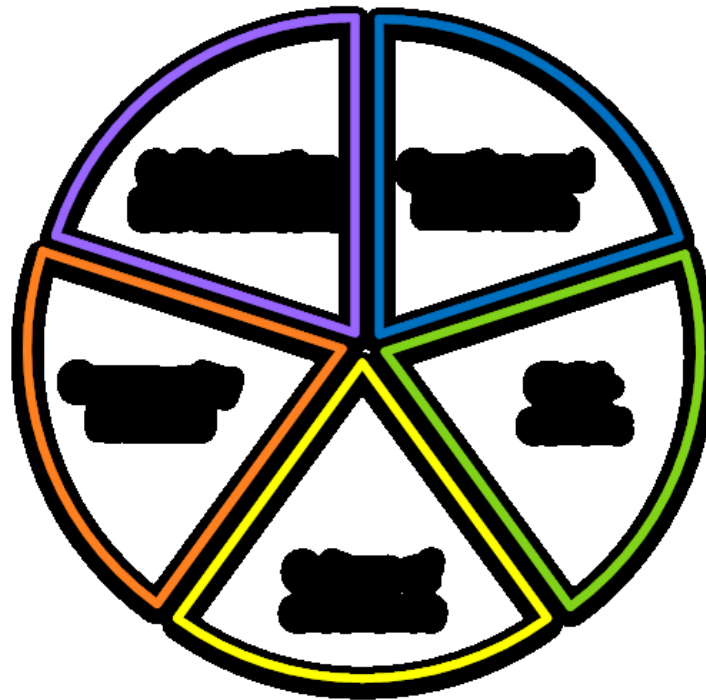




History

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.





Intent

Crockerne's History curriculum aims to provide students with a coherent understanding of the past, fostering a sense of identity and cultural awareness. It intends to develop critical thinking skills by encouraging students to analyse historical events, understand their causes and consequences, and recognise the diversity of human experiences. Through engaging lessons and activities, the curriculum seeks to inspire curiosity about the past, helping pupils to appreciate the complexities of historical narratives and the importance of evidence-based learning. Ultimately, the curriculum aims to equip students with the knowledge and skills necessary to become informed and active citizens, capable of making thoughtful contributions to society.

Implementation

Our History curriculum ensures all aspects of the National Curriculum is taught and we do so via themed modules. These enable pupils to study-in depth key historical understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with trips and /or visitors.

Impact

We use the KMAT Milestones to make a teacher assessment for each child at the end of the year, stating whether they are working Below, Towards, At or Above the expectations for their age. This is reported to parents in a written report.

**History National Curriculum Milestones (Trust Milestones)**

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Chronology	Understand the concept of time (past, present, future)	Develop an awareness of the past, using common words and phrases relating to the passing of time	Develop a chronological knowledge and understanding of British, local, and world history	Secure a chronological knowledge and understanding of British, local, and world history
Significant Events and People	Recognise and describe special times or events for family or friends	Learn about significant historical events, people, and places in their own locality	Understand the lives of significant individuals in the past who have contributed to national and international achievements	Pupils can explain a secure understanding of British, local, and world history with references to specific people and events and how they link
Comparative (Continuity and Change)	Listen to and discuss stories about the past and compare to own	Compare aspects of life in different periods	Note connections, contrasts, and trends over time and developing the appropriate use of historical terms	They should place knowledge into different contexts (local, regional, national, international) and compare and contrast different periods of history
Enquiry	Recognise buildings, roads, and transport. Talk about people's jobs and roles in the community.	Ask and answer questions to know and understand key features. Should understand ways that they can find out about the past.	Address and devise historically valid questions about change, cause, similarity, and difference, and significance	Construct informed responses that involve thoughtful selection and organization of relevant historical information
Source Analysis	See artefacts and pictures/photographs as a source of knowledge	Use sources to show that they know and understand features of key events and how it is represented.	Develop an understanding of how our knowledge of the past is constructed from a range of sources.	Secure an understanding of how our knowledge of the past is constructed from a range of sources.



Overview

	Autumn	Spring	Summer
Reception 25/26	Discuss changes they remember e.g. from when they started school, pre-school Past – homes		
Year 1-2 Cycle 1	Grace Darling –Term1 Significant People and Events	Local History – Hobbler/Brunel <u>John Cabot and Brunel</u> Significant People & Local History	Florence Nightingale & Mary Seacole Significant People
Year 1-2 Cycle 2	The Great Fire of London Significant Events	Compare Charles I and Charles III <u>Death of a monarch, birth of future monarch etc</u> Significant People	
Year 3-4 Cycle 1	Ancient Rome <u>The Romans – what impact did they have?</u> The Impact of the Roman Empire On Britain		Ancient Egypt <u>Ancient Egypt – what stayed the same over 3000 years?</u> Early Civilisations
Year 3-4 Cycle 2	The Stone Age to Iron Age <u>Stone Age – how do we know about it?</u> <u>Bronze and Iron Age – how did life change?</u> Changes in Britain Stone Age to Iron Age		The Romans and Anglo Saxons <u>Anglo Saxons – after the Romans left (5-6)</u> Britain's Settlement by Anglo-Saxons, Scots and Vikings
Year 5-6 Cycle 1	Britain at War and Local History <u>Experiences of WW1</u> <u>The Great War – people and communities</u> British History post 1066 & A local history study		Ancient Maya <u>What made the Maya so distinctive?</u> Contrasting Non-European Society
Year 5-6 Cycle 2	Darwin and Great Thinkers		The Greeks <u>Ancient Greek - legacy (Y3-4)</u> <u>Ancient Greece – what do we know?</u> Ancient Greece