

## History

**'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you' Deuteronomy 32:7**

At St Meriadoc CE Infant Academy our history curriculum follows the National Curriculum. Our school ethos celebrates all aspects of school life and endeavours to provide positive experiences for all pupils. This is reflected in our vision and mission statements.

At St Meriadoc CE Infant Academy history is taught through our exciting and creative topics. Through history lessons children gain coherent knowledge and understanding of Britain's past and that of the wider world. They are inspired to know more about the past and the people who are significant in our lives today. At St Meriadoc CE Infant Academy, we equip the children with the skills they need to become historians and find out about the past for themselves. This enables them to be able to ask questions, think critically, weigh evidence, and develop their own opinions. Teachers at St Meriadoc CE Infant Academy will give the children the vocabulary they will need to enable them to be able to talk about history, this is planned to be progressive from foundation up to Year 2. We believe that children gain knowledge and skills not only through experiences in the classroom but also with use of fieldwork and educational visits where the children learn about significant events, people, and places in their own locality.

The history lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for history, including following the school's robust system for monitoring and assessing Foundation subjects for history.

Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **Let Your Light Shine** and our mission statement:

**'With God's love, our Christian values and our broad and aspirational curriculum we:**

**Shine our light on ourselves**

**Shine our light on others**

**Shine our light on our community and the wider world.'**

### Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children's rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:



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# History

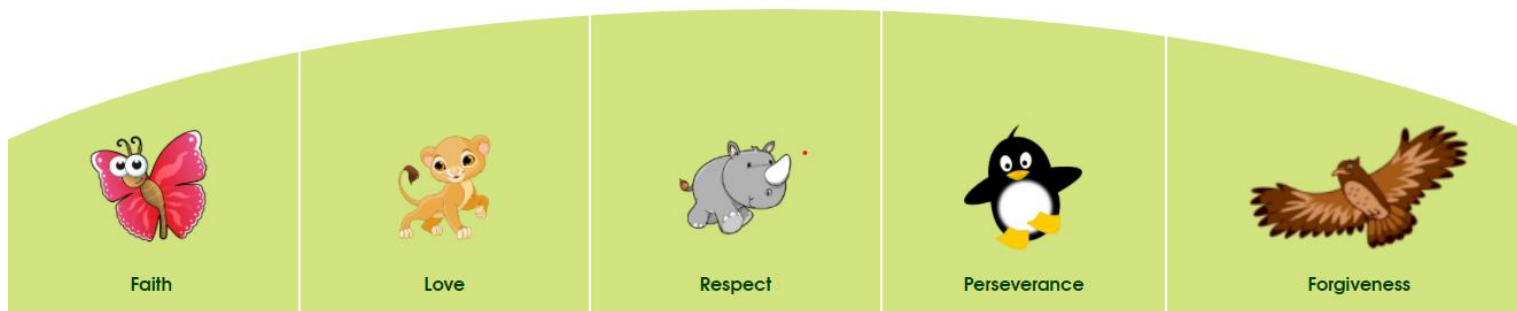
A12: Right to a voice	A15: Right to a faith	A28: Right to an education	A29: Right to be the best you can be	A31: Right to relax and play
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Our School Council: Rights Ambassadors help to ensure that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Such as in all history topics we refer to Article 17 - the right to reliable information from a variety of sources. As with all areas of the curriculum, when planning, we also use our school Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as 'add ons'.

## Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In history, we further explore these values such as exploring how different historical figures had faith and a belief to make change for a better world.



<b>Intent</b> (curriculum design, coverage and appropriateness)	<b>Implementation</b> (curriculum delivery, teaching and assessment)	<b>Impact</b> (attainment and progress)
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# History

Our aim of the History curriculum is to ensure that all children are inspired and curious about Britain's past and of the rest of the world.

- We believe high quality history lessons inspire children to want to know more about the past and to think and act as historians.
  - Many of our lessons use an enquiry-based approach where the children are expected to think critically and be able to ask and answer questions.
  - The children are equipped with the vocabulary that they need to become historians and to talk about the past and the passing of time.
  - Lessons provide opportunities for children to support, evaluate and challenge their own and others' views using a range of primary and secondary sources.
  - We believe that children will gain knowledge and skills not only through experiences in the classroom but also with use of fieldwork and educational visits.

To ensure that high quality history is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2.

- History lessons are planned through our termly topics with a focus on knowledge and skills.
  - History lessons have a strong focus on vocabulary which ensures that all children can talk about history using the appropriate language.
  - The subject leaders work closely alongside teachers to ensure that knowledge and skills within history lessons are progressive through the school.
  - Our robust foundation subject monitoring system, which includes planning scrutiny, book looks, subject data analysis, subject coverage checks, lesson observations and pupil conferencing will enable the curriculum leaders to check coverage and progression.

- Children will know more, remember more and understand more about history.
- Children will be able to think critically about history and be able to ask and answer questions.
- Children will be able to talk about history using historical language which will be built upon each year.
- Children will understand and use the key skills: chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.
- Children's progress is tracked using our foundation assessment grids, using the skills progression assessment records too. Any areas of development will have been identified.

## History - Skills and knowledge components: Progression document building from previous year's learning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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# History

## Foundation Stage – Nursery and Reception - some of the wonderful things we do in History (UtW) at St Meriadoc CE Infant Academy

### More detail can be found in the EYFS Intent, Implementation and Impact document.

- Observe changes in seasons and themselves over their time in foundation stage.
- Learn about the historical botanist and children’s author Beatrix Potter.
- Find out about special historical features of Cornwall such as Tin Mines.
- Explore transport from history.
- Explore famous artists from the past – such as Mondrian and Kandinsky.

### Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

	<u>Autumn - Colours of me</u>	<u>Spring- Once upon a time</u>	<u>Summer - The marvellous mystery tour</u>
History	<p>History Focus: Talk about family members and become aware of past events, ie being babies. Know some significant artists from the past.</p> <p>Components:</p> <p>Can talk about past and upcoming events with their immediate family.</p> <p>Can talk about members of immediate family in more detail.</p> <p>Can discuss similarities and differences between people in their family.</p> <p>Talks about a wider range of occupations (farmer, artist, author, train driver etc).</p> <p>Is able to discuss different occupations of family members.</p>	<p>History Focus: Learn about story characters and occupations, including significant figures from the past.</p> <p>Components:</p> <p>Talks about a wider range of occupations (farmer, artist, author, train driver etc).</p> <p>Can identify similarities and differences between jobs.</p> <p>Compare and contrast characters from stories, sharing similarities and differences.</p>	<p>History Focus: Learn about occupations and how life was in the past through stories and information books and a museum visit.</p> <p>Components:</p> <p>Talks about a wider range of occupations (farmer, artist, author, train driver etc).</p> <p>Can identify emergency situations and knows who to call, e.g lifeguards</p> <p>Can identify similarities and differences between jobs.</p> <p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.</p>

# History



Can identify similarities and differences between jobs  
Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly).  
Sequence family members, explaining who they are and the key differences between what they can/can't do.  
Shares some similarities between characters, figures or objects.  
Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.

# History

## Year 1 – some of the wonderful things we do in History at St Meriadoc CE Infant Academy

- Learn about the history of castles
- Make medieval tools and a trebuchet
- Learn about pirates from history including some famous Cornish Pirates - Lady Elizabeth Killigrew.
- Research the history of the R.N.L.I and the part Grace Darling’s rescue played in the early formation of the organisation.
- Learn about how Cornishman Henry Trengrouse saved many lives with his invention of the Breeches buoy.
- Learn about famous historical explorers
- Learn about famous authors through history
- Learn about artists and composers from the past

## Year 1 - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Autumn – Heroes and Explorers	Spring – Into the Woods	Summer – Castles and Coasts
<p><b>History Focus:</b> Learn about explorers from the past.</p> <p><b>NC objectives:</b></p> <p>He/she can describe the similarities and differences between life during a time in the past and life today</p> <p>He/she can ask questions about the past with some support</p> <p>He/she knows some of the ways that we can find out about the past with support</p> <p>He/she can answer questions about the past using given sources with support</p> <p>Historical understanding he/she can use pictures and role play to tell stories from the past.</p>	<p><b>History Focus:</b> Learn about artists, including those from the past and environmentalists.</p> <p><b>NC objectives:</b></p> <p>He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past</p>	<p><b>History Focus:</b> To learn about the past through a visit to a local castle.</p> <p><b>NC objectives:</b></p> <p>He/she can describe the similarities and differences between life during a time in the past and life today</p> <p>He/she can ask questions about the past with some support</p> <p>He/she knows some of the ways that we can find out about the past with support</p> <p>He/she can answer questions about the past using given sources with support</p> <p>Historical understanding he/she can use pictures and role play to tell stories from the past.</p>



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# History

<p>He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past</p> <p>He/she can describe an artefact e.g. materials, size, sign and wear and tear with support</p>		<p>He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past</p> <p>He/she can describe an artefact e.g. materials, size, sign and wear and tear with support</p> <p>He/she can discuss some significant historical events, people and places in his own locality.</p>
<p>Skills Components:</p> <p>Put things in order</p> <p>Significant to themselves.</p> <p>People, photographs,</p> <p>Personal Opinions and facts.</p> <p>Who? Where? When? Why?</p> <p>To talk simply about why something happened.</p> <p>Past, present, future</p> <p>Language specific to topic</p>	<p>Skills Components:</p> <p>People, photographs,</p> <p>Personal Opinions and facts.</p> <p>Who? Where? When? Why?</p> <p>Past , present, future</p> <p>Language specific to topic</p>	<p>Skills Components:</p> <p>People, photographs,</p> <p>Personal Opinions and facts.</p> <p>Who? Where? When? Why?</p> <p>To talk simply about why something happened.</p> <p>Past, present, future</p> <p>Language specific to topic</p>



## **Year 2 – some of the wonderful things we do in History at St Meriadoc CE Infant Academy**

- Learn about historical explorer Percy Fawcett who was lost in the jungle
- Children will compare the experience of Percy Fawcett with modern day explorer Ed Staff
- Children will compare mining before and after Trevithick's invention of the Steam Engine.
- Children will compare how invention made the life of a miner better e.g. invention of lift shafts compared to ladders, Humphrey Davy lamp on the miner's hat.

## **Year 2 - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage**

# History

Autumn – Kernow Bys Vyken	Spring – Fire! Fire!	Summer – Down in the Jungle
<p><b>History focus: Richard Trevithick</b>            NC objectives:            can place events and objects in chronological order.            -can ask questions about the past.            -can answer questions about the past using given sources.            - discuss significant events and people in Britain within and beyond their living memory            -knows some of the ways that we can find out about the past.            - describe the similarities and differences between life during a time in the past and life today.            can answer questions about the past using given sources.            - can discuss significant events and people from the wider world, within and beyond their living memory            describe the similarities and differences between life during a time in the past and life today.</p>	<p><b>History focus: Great Fire of London</b>            NC objectives:            can use a wide vocabulary of everyday historical terms including those related to the passing of time.            - can place events and objects in chronological order.            -can ask questions about the past.            -can answer questions about the past using given sources.            - discuss significant events and people in Britain within and beyond their living memory            -knows some of the ways that we can find out about the past.            - describe the similarities and differences between life during a time in the past and life today.            can answer questions about the past using given sources.            - can discuss significant events and people from the wider world, within and beyond their living memory</p>	<p><b>History focus: Compare the experiences of explorers today with those from the past.</b>            NC objectives:            can use a wide vocabulary of everyday historical terms including those related to the passing of time.            - can place events and objects in chronological order.            -can ask questions about the past.            -can answer questions about the past using given sources.            - discuss significant events and people in Britain within and beyond their living memory            -knows some of the ways that we can find out about the past.            can describe an artefact.            - describe the similarities and differences between life during a time in the past and life today.            can discuss some significant historical events, people and places in his/her own locality            describe the similarities and differences between life during a time in the past and life today.</p>

# History

	describe the similarities and differences between life during a time in the past and life today.	
<p>Components: Put things in order within the topic. (Start a class timeline to fill in over the year) Offers opinions and facts with some reasoning. Answer simple questions relating to the topic. Language specific to topic (e.g. mummified)</p>	<p>Components: Put things in order within the topic. Offers opinions and facts with some reasoning. Answer simple questions relating to the topic. Explore a particular event and how it affected people at the time. Language specific to topic (e.g. mummified)</p>	<p>Components: Put things in order within the topic. Offers opinions and facts with some reasoning. Answer simple questions relating to the topic. Language specific to topic (e.g. mummified)</p>