



HISTORY SUBJECT OVERVIEW

At NCJPS, we aim to create the very best historians and inspire in children a curiosity and fascination about Britain's past and that of the wider world. We challenge children to think, act and speak like historians would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments.

Our curriculum in history supports our school ethos. We challenge children to think independently, to follow their own lines of enquiry and to present their work in a creative way. Moral and ethical values are developed in order that children become good citizens and are taught to have understanding of different religions, races and ways of life.

Core Threads

- continuity and change,
- monarchy and religion,
- invasion and settlement,
- society and legacy,
- exploration and empire.

Links to Reading

- Historical vocabulary
- Reports and recounts of events e.g. letters and diaries
- Historical texts
- Images and artefacts
- Research articles
- Explanation texts



Our curriculum is underpinned by our RESPECT VALUES, which are covered across all subjects. The following values are exemplified in this subject:

Resilience: Children learn about how people have had to be resilient when facing challenges in history.

Empathy: Historians use empathy to put themselves in the position of individuals or groups from another time period with an aim of understanding their thoughts and feelings, and explaining motives that guided their actions within a specific historical context.

Excellence: Different societies have strived for excellence in order to succeed.

Communication: History lends itself a great deal to the learning of communication. Children learn about the importance of communication as well as the different ways people have communicated throughout history.

Teamwork: Societies have worked together to succeed throughout history.

Inclusive Practice

Children will often work in mixed ability groups. Children will have the opportunity to learn from the past by using pictures, objects, and written sources. Learning is recorded in a variety of ways, enabling all children to succeed. Dyslexia Friendly classroom. Peer support during activities.

Knowing more, remembering more

Time is spent on recapping learning in history. Children are asked about previous learning to understand chronology. A lot of learning in history is visual. Videos help children to learn about the past. Class visits and workshops are often history themed. There is a retrieval task at the end of each unit.

Sequence of Learning

Reception follows the Statutory framework for the Early Years Foundation Stage and Development Matters. Topics are embedded throughout and not taught as stand-alone units: Children in reception will be learning about: My family, My house, Differences in houses we can see around us, Transport Past and Present, People who are important to me in my communities, Lowry - study a figure from the past, Comparing Manchester/Salford then and now, Fairy tales old and new. Use stories as a basis to discuss how lives/surroundings are different then and now, Timelines - myself and my history. People past and present - including LS Lowry In KS1, children develop their ability to put people and events on a timeline. They can find out similarities/differences by asking questions and linking previous learning. They can share how we find out about things from the past. Children explain the importance of important people and events. In KS2, children understand the changes across and within Britain's past and link this to the wider world. Children also understand that the past can be represented and interpreted in many ways. In UKS2, children devise their own historically valid questions and use this to help them select reliable and relevant sources of information.