



Sprowston Junior School Our Curriculum



Subject: History

<u>Date policy was updated:</u> September 2024	<u>Monitored by:</u> Daisy Watts	<u>Date of policy review:</u> September 2025
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This policy can be summarised using the three categories: intent, implementation and impact. These areas are used to monitor the effectiveness of our History curriculum across the school.

Intent:

- To develop children's curiosity about the past through artefacts, pictures, stories and other writing.
- To develop children's understanding of chronology.
- To encourage children to ask and answer questions about the past and how it impacts on the world we live in today.
- To provide hands-on experiences of history through trips and visits.
- To enable children to identify similarities and differences between periods of history and build on prior learning.

Implementation:

- Follow the key skills set out in the National Curriculum.
- Integrate SJS skills into History learning.
- Use key concepts (Star words) which are referred to across the school.
- Include a variety of cooperative learning opportunities.
- Use a variety of artefacts, pictures, stories and writing to provide a rich experience of a historical period.
- Use historical workshops (such as 'History off the Page') and trips (such as Norwich castle, cathedral and Sutton Hoo) to enrich children's learning and encourage curiosity.
- Use knowledge organisers to pre-teach key vocabulary and facts.
- Embed learning through regular retrieval practice.
- Year groups are supported and monitored by the subject leader.

Impact:

- Children become more curious about events and periods of the past.
- Children can place events chronologically.
- Children can confidently use a variety of sources to enquire about the past and understand the validity of each source.
- Children can build on prior learning and make clear connections between different historical periods.
- Children can recall significant figures, dates and specific vocabulary linked to a period of time.

Statement:

Children at Sprowston Junior School are taught history through a rich and varied curriculum that includes hand-on experiences through trips and visits. We investigate the past through a range of sources and are able to question the validity of these sources as a way of finding out about the past. History topics are sequenced to embed a better understanding of chronology, building on prior learning and enabling children to draw comparisons between historical periods. As you walk through the school, you will see a visual timeline displayed in every classroom. This shows each period studied in the school, events in living memory (such as the Queen's Jubilee and Covid-19) and some key dates within local history (such as when Norwich cathedral was built). Enquiry questions, 'star words' and topic specific vocabulary is also displayed to support learners. Our 'star words' are threaded through the curriculum and referred to in each year group. This allows children to form better links and connections between periods studied. For example, year 3 may be using the star word 'invention' as part of their Stone Age topic. Year 4 may also use this star word when studying the ancient Greeks and children will have already come across the word in year 3. This allows children to talk confidently about what the word means and give examples from the Stone Age. The corridors are also transformed into visual displays to showcase cross-curricular learning in the form of art, DT or literacy. Knowledge organisers enable us to pre-teach key vocabulary and facts. Regular retrieval practice supports children to retain information and an end of topic assessment allows children to show what they know.

Organisation:

At Sprowston Junior School, we have organised history teaching and learning within a chronological format. Children will work on securing an understanding of British, local and world history. Each class refers to a visual timeline displayed in the classroom to help children grasp the concept of time and place. Our star words are referred to across year groups, to create links and connections between periods studied and build on children's prior learning.

As we have mixed age classes of year 3/4, there is a two-year cycle of planning for these classes. Year 5 and 6 are on a one-year cycle. Chronological activities will be used throughout the school to continue to embed children's chronological understanding.

Year 3/4

Cycle A: Children look at pre-history with the Stone Age. They will develop an awareness of people as hunter-gatherers and early farmers. Through a range of sources, children will also develop an understanding of Stone Age inventions such as fire making, stone tools, weapons and the wheel. Year 3 continue to develop an understanding of ancient civilizations but focus on the wider world, through the topic of the Ancient Egyptians.

Cycle B: Children learn about the legacy of the Ancient Greeks such as Democracy, Theatre and the Olympic games. Children will also develop an understanding of the power of the Roman Empire and British resistance from groups of people such as the Iceni.

Year 5:

Will ensure children have a solid chronological understanding of British History predating 410AD through a variety of different activities. They will then continue the chronology with the Anglo Saxons and Vikings. They also have the opportunity to study local history by looking at Norman Norwich. Year 5 will also touch on the ancient Maya, to link to their Mexico topic in geography.

Year 6:

Will also look at local history, looking at when and how Norwich became a city and the events that took place in medieval times, including the Black Death and Peasant's Revolt. Year 6 will then learn about the Tudors and the impact this era had on Britain today focusing on the change in national religion. Children will then learn about World War 2, by identifying key events and understanding how it has shaped our world today. Year 6 will complete their historical journey focusing on the Windrush generation and they impact they have had on the country we live in today.

Through high-quality history lessons that include cooperative learning opportunities, our aim is encourage skills in enquiry, analysis, and evaluation. Children are able to use the past to develop a better sense of identity within our world today.