



Sprowston Junior School Our Curriculum



Subject: History

<u>Date policy was updated:</u> September 2019	<u>Monitored by:</u> Melissa Farrow	<u>Date of policy review:</u> September 2020
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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 or past and present.

Implementation:

- Follow the key skills set out in the National Curriculum.
- Integrate SJS skills into History learning.
- Use a variety of resources to ensure all learning styles are met.
- 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 to enrich children's learning.
- Year groups are supported and monitored by the subject leader.

Impact:

- Children become more curious about events of the past.
- Children are able to identify similarities and differences between periods of history that they already know and the present day.
- Children can place events chronologically.
- Children can confidently use a variety of resources such as books, pictures and the internet, to find out about the past.

Statement:

Children at Sprowston Junior School are taught history through a rich and varied curriculum which includes hand-on experiences through trips and visits. We investigate the past through sources such as pictures, photographs, artefacts, stories and writing to encourage deep questioning and inference skills. Children develop a sense of chronology as they progress through the school, building on prior learning and enabling children to make comparisons between different periods of time. As you walk through the school, you will see a visual timeline in every classroom, key questions and vocabulary clearly displayed. The corridors are also transformed into visual displays to showcase learning. Children's history books show links made to the Literacy curriculum with extended writing opportunities and examples of cross-curricular learning through art, science, design and technology and PSHE.

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 timetable displayed in the classroom to help children grasp the concept of time and place. In year 3, children look at pre-history with the 'Savage 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'. Year 4 build on the previous year by learning about the 'Groovy Greeks' and the expansion of the Roman Empire. Year 5 continue the chronology with the Anglo Saxons and Vikings. They also focus on a local history study of Norwich which takes them through the Norman period. Year 6 continue to build a picture of local history through a study of Medieval and Tudor Norwich. Towards the end of the year, they look at World War 1 and 2, building an understanding of how they began and drawing comparisons between the two. Children will look at connections and patterns over time, whilst developing their use of historical vocabulary. Through high-quality history lessons that include cooperative learning opportunities, our aim is encourage skills in enquiry, analysis, evaluation and debate. Children will also use the past to develop a better sense of self within a social, political and cultural background.