



# Skelton School

## History - Curriculum Vision and Overview

*Creating, confident, capable historians in a caring community*

At Skelton School it is our *intent* to deliver a high-quality, engaging history curriculum that encourages children to think critically, ask questions, weigh evidence, sift arguments, and develop perspective and judgement in order to articulate their understanding as historians. Our teaching of history will help provide our pupils with a coherent, chronological knowledge of both British history and history of the wider world and how these periods and societies interconnect. Such awareness plays a vital part in promoting responsible citizenship as children learn to value of their own and other people’s history in modern, multicultural Britain. History gives pupils not only the means to make sense of the modern world by a knowledge of the past but also the skills to interpret history critically and by doing so, to develop skills of enquiry, analysis, interpretation and problem solving.

We aim to inspire children to develop their own sense of identity and to want to know more about their own past, the past of others and how these have impact on their lives today. Through learning about the past from a variety of perspectives this allows our pupils to understand the complexity of the world we live in, the diversity of societies and the relationships between different groups. We hope that this will allow them to learn from the past and how it shapes the future.

### **As historians we will demonstrate:**

- *An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.*
- *The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.*
- *The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.*
- *The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.*
- *A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.*
- *A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.*
- *A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.*

### **Breadth of Study - EYFS**

- Begin to make sense of their own life-story and family’s history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

### **Breadth of Study – KS1**

- The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.











### **Breadth of Study - KS2**

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain’s settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history post 1066.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece

<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>A non- European society that contrasts with British history chosen from: <ul style="list-style-type: none"> <li>Early Islamic Civilization</li> <li>Mayan Civilization</li> <li>Benin.</li> </ul> </li> </ul>
--	---	--

<p><b>Threshold Concepts:</b></p> <p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>
---	--	---	---

**Knowledge Categories**

 Settlements	 Beliefs	 Culture and pastimes	 Location	 Main events
 Food and farming	 Travel and exploration	 Conflict	 Society	 Artefacts