

History Curriculum at Charnwood



Our history curriculum aims to “help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time”. Whilst developing a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

In Early Years our history curriculum focuses upon developing an understanding of past and present. The children draw upon their own experiences, families and their known community to explore similarities and differences between things in the past and now. Once they have an understanding of the past and present, in reference to themselves and their family, they also explore the past through settings, characters and events encountered in books read in class and storytelling. The children are introduced to concepts such as change, similarities and difference and significance through units that hold relevance to them.

Moving into Key Stage 1 the children build upon their understanding of past and present. They draw upon changes within living memory with a unit based upon our school. Which much like in Early Years is a local study that is relevant to them. However, their study is now branching out of their immediate home and family life and into their community. They will also study the life of a significant person through a local study on Samuel Johnson and explore why Lichfield should remember him building upon the concept of significance introduced in Early Years.

The Castles unit is another local study that will draw upon the concept of change explored at the start of the year; drawing upon events beyond living memory. Another local study for Key Stage 1 is based around Wedgewood and the Industry broadening the historical relevance for the children from their small community in Lichfield to their wider community in Staffordshire. Within the two-year cycle, there is an opportunity when studying Wedgewood and the Industry, for Year 2

children to refer to Samuel Johnson drawing upon the concept of significance and vice versa.

The seaside is an important element of our curriculum to boost cultural capital and provide the children within our care at Charnwood with new, first-hand experiences. It also draws upon the key concept of change and will encourage the children to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally is also covered within our KS1 curriculum with their study on the *Great Fire of London*. Here the concept of consequence is introduced which will be revisited later in KS2.

Moving into lower Key Stage 2 they begin each cycle with a local study bridging the gap between the key stages. There is also an opportunity within this unit to introduce a powerful Anglo Saxon, *Offa or Mercer* which is also referenced during the Saxon study later in Key Stage 2. The *Tudor Houses* unit also provides a fantastic opportunity for a local study and field work around our locality at Charnwood. For Year 4 they can draw upon the previous year's cycle and link to the *Cathedral* study.

The Romans are also studied in lower Key Stage 2 but class teachers are aware that in order to build a sense of chronology they need to place the Romans on the timeline and address the prehistoric period briefly explaining that they will return to this era later in Key Stage 2.

The *Ancient Greeks* and *Ancient Egyptians* are clustered together in lower Key Stage 2 to provide an opportunity to build upon the concept of similarity and difference. Alongside them, the unit on the *Earliest Civilisations* in cycle 2 allows for year 4 children to draw upon their knowledge of civilisations that they studied during cycle 1. The *Ancient Greeks* and *Ancient Egyptians* are also closely placed alongside the study on the Romans to allow for a clear overview of the expansion of the Roman Empire.

Moving into upper Key Stage 2 and building upon the introduction to our local Saxon history in Lichfield explored in lower Key Stage 2; the study on Saxons will explore why our city of Lichfield was a significant settlement in the medial period and refer back to the *Anglo Saxon, Offa or Mercer*. The *Viking Conflict* study follows the Saxons unit allowing for the flow of chronology in teaching whilst introducing the concept of interpretation.

The Stone and Iron Age is taught in upper Key Stage 2 to fall in line with the science unit of evolution. However, as already stated the children will receive a brief overview before they begin their study on the Romans in lower Key Stage 2.

The Non-European study focuses upon life in the Maya city states and encourages pupils to draw upon some of their achievements. Here pupils will draw upon their knowledge of early civilisations studied in lower Key Stage 2 building upon the concepts of evidence as well as similarity and difference. Similarly, in cycle 2 pupils will study the Native Americans which will encourage pupils to compare findings to units that they have already studied.

Our Post 1066 study provides a final opportunity to draw upon our locality, branching a little further than our county to our neighbouring city of Birmingham. During this unit on the Victorians pupils will explore the industrial revolution and it's consequences drawing upon economics, society and politics.