

History

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

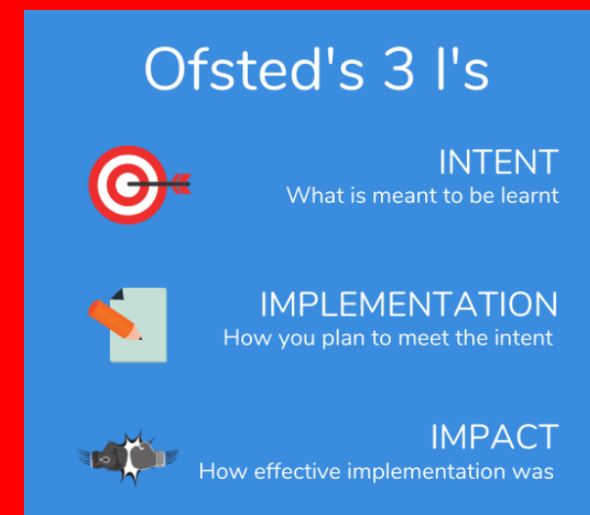
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

History INTENT	We INTEND our curriculum to be:	
<p>The intent of the History curriculum is to instil a passion for history in all of our children. To do this we ensure our curriculum is creative, inclusive and challenging by reviewing its suitability and relevance to our learners regularly. To understand the present and build on the future we need the context of the past. We live in an area which does not always reflect the picture in the rest of the locality, nationally or world-wide. History is the perfect conduit to look initially at personal History, to significant people in History through to important local events, a National picture of where we have come from through to significant global events and a final overview of significant events through time.</p> <p>From EYFS to the end of KS2 we support our learners to investigate famous figures, locally significant events, national events and some of the key historical events which have shaped the world we know. Children will be given the opportunity to build a chronologically accurate picture of the past, particularly focussed on events which have shaped the current world we live in. A focus on local history will support children to appreciate the locality in which they live and how this has shaped the lives of people past and present. History should support children to be proud of the people of Washington, both past and present. Our children are given the opportunity to access a History curriculum which encourages a thirst for knowledge, an ability to solve problems and the development of respectful communicators. We shape the History curriculum to be equality aware and tolerant, ensuring all of our learners are celebrated for their achievements in a safe environment. Children should learn from the positive and negative messages which can be identified when studying key characters and events from history.</p>	Creative	express ideas, knowledge and opinions in a wide range of ways- through art, drama, computing, debate, written response etc.
	Inclusive	investigate the inclusive issues of the past to allow us to reflect on the present and future e.g slavery, key people of different faiths, race, colour, women’s rights, LGBT+
	Challenging	demands high expectations of learners at all levels. The questions of: Why? How do we know? What is the consequence? are fundamental building blocks for the historian at Rickleton
	Relevant to local and world-wide context	To understand the present and build on the future we need the context of the past. We live in a narrowed society which does not always reflect the picture in the rest of the area, country or world.
	Create deep knowledge	It is important to build on the Historical knowledge and skills of prior learning in History to create the story of ‘This Island Nation’ within a global context.

Curriculum Implementation

History IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>Our History curriculum is based on substantive knowledge and disciplinary concepts. In KS1 the curriculum looks at significant events both local, national and world-wide and people who contributed to shaping history. Within KS2 it develops a chronological understanding of the story of our Island home and how it fits with significant periods of local, national and World history. The curriculum is designed in line with the National Curriculum and is planned to give learners a deep knowledge of Britain’s past and that of the wider world. The curriculum develops throughout KS1 and KS2 along the local themes of industrialisation and social awareness in conjunction with the theme of female influences on local, national and world events.</p> <p>Links are made with other subjects where they enhance and further develop an understanding of History. Learners are exposed to a wide range of experiences including high quality text, film and images, artefact handling, visits and visitors to enrich their understanding and add to their personal cultural capital. Skills such as chronological awareness, understanding of historical context, evaluating sources, empathising, organising and communicating effectively, contribute to historical skills, thinking and understanding.</p> <p>History is also deeply embedded in many whole-school events such as Collaborative learning weeks, national event celebrations and assembly planning. This gives pupils a chance to develop and embed their understanding further, in fun and engaging ways.</p>	<p>Handle and Investigate real world sources such as artefacts, high quality documents, films and images.</p> <p>Visit local sites of historical importance to support understanding.</p> <p>Meet characters from the past in role-play situations</p> <p>Link with art and DT to experience the creation of their own artefacts.</p> <p>Interview adults such as family members about their experiences of the past</p>	<p>Significant people and events: children explore key individuals and events of the past which have impacted on life today.</p> <p>Exploring and travelling: children examine cause and effect of explorers travelling to new worlds or as settlers and invaders to Britain.</p> <p>Global impact: pupils find out how Ancient Civilisations and cultures compared and impacted on life through the ages to life now.</p>

Curriculum Impact

History IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>We want to ensure exceptional outcomes for all learners so they develop as independent, tolerant, curious and creative thinkers. We support all of our learners to have the ability to think, problem solve, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry at the appropriate developmental level for them as individuals. Books and collaborative powerpoints will demonstrate a growing confidence in children to investigate and learn from events of the past, using increasingly complex and accurate historical language.</p>	<p>Passionate</p>	<p>Discussions, collaborative powerpoints, Whole school events such as Mining week and banner parade</p>
<p>Our curriculum is supported by thorough long- and medium-term planning which ensures skills and knowledge are developed progressively. This is monitored by looking at pupils learning as well as discussions with pupils, teachers and parents. We also have whole school events which demonstrate the impact of the History curriculum for our learners, such as the collaborative learning miner's week, 40th Birthday celebrations, Heritage week and the through the decades' week. The enthusiasm and engagement that children show during these events is obvious to the whole school community and particularly commented upon by visiting adults.</p>	<p>Thirst for knowledge</p>	<p>Discussions with staff, parents and pupils</p>
<p>The History curriculum at Rickleton dynamically changes to fit the shifting needs of our pupils and contributes to our pupils becoming collaborators, innovators and leaders. We ensure our learners are equipped with the foundation skills and knowledge to tackle new experiences moving into KS3 and later on as adults with a love of lifelong learning in wider world. Our school's core values are developed through the teaching of History and this should be evident in the actions and conversations of our children.</p>	<p>Problem solvers</p>	<p>Planning, History mysteries appearing, Clp's In books</p>
	<p>Respectful communicators</p>	<p>Collaborative learning ppt' videos for debates</p>
	<p>Life-Long Learners</p>	<p>Conversations with staff, parents and pupils, additional info on dojo, new library books being used.</p>

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be a historian, I...

Enjoy hearing about, learning about and speaking about the past.	Understand and discuss chronology and time lines.	Understand the cause and consequences of events in the past and the impact they had.	Analyse a range of historical information, artefacts and sources effectively.	Develop my own identity, by comparing and contrasting my life with those of others in the past.
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To be a historian I...



Enjoy learning about the past

Know that some things happened longer ago than others.

Understand that big events in the past caused change.



Learn about the past from objects, pictures, videos and visits.

Understand how things in the past have shaped my life today.

Archaeologist	Geneologist	Museum Curator	Anthropologist	Conservationist
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To be a Historian, I...

Enjoy hearing about, learning about and speaking about the past.

Understand and discuss chronology and time lines.

Understand the cause and consequences of events in the past and the impact they had.

Analyse a range of historical information, artefacts and sources effectively.

Develop my own identity, by comparing and contrasting my life with those of others in the past.

To be a historian I...

Enjoy hearing about, learning about and speaking about the past.

Understand and discuss chronology and time lines.

Understand the cause and consequences of events in the past and the impact they had.



Analyse a range of historical information, artefacts and sources effectively.

Develop my own identity, by comparing and contrasting my life with those of others in the past.

To be a historian, I...

Enjoy hearing about, learning about and speaking about the past.	Understand and discuss chronology and time lines.	Understand the cause and consequences of events in the past and the impact they had.	Analyse a range of historical information, artefacts and sources effectively.	Develop my own identity, by comparing and contrasting my life with those of others in the past.
<p>Can identify a person from the past they admire?</p> <p>Can name books and stories they like linked to history?</p> <p>Have visited museums and other attractions linked to history?</p> <p>Choose to use the school mini museum when available?</p>	<p>Can name the main time periods of history studied and put them in chronological order?</p> <p>Can name some main events from the past and discuss how long ago they happened?</p> <p>Can place a new event on the school timeline based on the date it happened?</p> <p>Understand that time periods often blend together or overlap with others?</p>	<p>Can talk about the positives of life now compared to periods of history in the past?</p> <p>Can talk about positives of life in previous time periods compared to life now?</p> <p>Can explain what daily life was like for individuals in given time periods?</p> <p>Can name a time period from the past they would like to experience?</p>	<p>Can explain what an artefact is?</p> <p>Know how an artefact can help us find out about the past?</p> <p>Begin to understand the difference between primary and secondary resources?</p> <p>Can investigate a 'history mystery' by using a range of resource and artefacts?</p> <p>Can explain fact, opinion and bias?</p>	<p>Can explain things which are unique about living in Rickleton now?</p> <p>Can compare life in Rickleton now with life in Rickleton in the past?</p> <p>Can explain how the history of the North East of England has contributed to how we live now?</p> <p>Can explain how the history of Britain has contributed to how we live now?</p> <p>Can discuss the positive and negatives of their own lives in comparison to their ancestors?</p>
Archaeologist	Geneologist	Museum Curator	Anthropologist	Conservationist

Building from the Early Years

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effectively build on prior learning.



History in the Early Years

In the Early Years Foundation Stage (EYFS), we lay the groundwork for subjects like History, which children will encounter more formally in the National Curriculum. While history isn't taught as a separate subject in EYFS, children's natural curiosity and sense of time are nurtured through storytelling, discussion of past and present events, and exploration of their personal and family history. Through these activities, children begin to develop an understanding of sequences, cause and effect, and the concept of time, all of which are essential for studying History. Skills in communication and language, for example, support children in expressing and understanding narratives, which will help them engage with historical stories such as The Gunpowder Plot and other historical events and figures in later years.

Personal, social and emotional development also plays a role as children learn to appreciate differences, respect others' perspectives and consider experiences beyond their own, all of which foster empathy and an understanding of diverse cultures and historical contexts. This foundation is essential when, in Key Stage One of the National Curriculum, children begin studying History through topics like changes within living memory and significant people or events in the past. By building these early skills, EYFS prepares children to engage with historical concepts thoughtfully and helps them see themselves within the broader story of human experience. Basic timelines are displayed in every classroom, including in EYFS, to support children's awareness and basic understanding of chronology.

Curriculum Skill Progression

EYFS History Skills

<u>Changes within living memory</u>	<u>Events beyond living memory</u>	<u>The lives of significant individuals in the past</u>	<u>Significant historical events, people and places in their own locality</u>
<p>Begin to make sense of my own life-story and my family's history.</p> <p>Understand the ways I have changed.</p> <p>Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc.</p> <p>Talk about the lives of the people around us and their roles in society</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about how the environment has changed over time</p>	<p>Comment on images of familiar situations in the past:</p> <ul style="list-style-type: none"> • Moon landing • Dinosaurs • Bonfire Night • Remembrance Day • Egyptian Pharaohs and pyramids • The first forms of transport 	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> • Neil Armstrong (US astronaut) Tim Peake (UK astronaut) • Mary Anning (palaeontologist) • Florence Nightingale • St Valentine • St David • St George • Karl Benz • George Stephenson • The Wright Brothers 	<p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Christmas • Beamish Museum and life in the past • Transport • Clothing in the past

EYFS History Knowledge

Autumn

<u>Changes within living memory</u>	<u>Significant historical events, people and places in their own locality</u>
<ul style="list-style-type: none"> • I know about my own life-story and family's history. • I know how I have changed • I know about changes that have happened within my family lifetime • I know about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> • I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • I can remember Christmas then and now

Spring

<u>Events beyond living memory</u>	<u>Changes within living memory</u>	<u>The lives of significant individuals in the past</u>
<ul style="list-style-type: none"> • I know about some familiar situations in the past • I know about Neil Armstrong and the first moon landing • I know about Tim Peake being the first British Astronaut to go into Space • To understand how transport has changed over the years 	<ul style="list-style-type: none"> • I understand the key features of the life cycle of a plant and animal • To talk about the similarities and differences within my immediate environment on seasonal walks • To discuss how weather changes in each season 	<ul style="list-style-type: none"> • I know about characters from stories, including figures from the past • I know Karl Benz was the first man to invent a car • I know George Stephenson was the man of the railway • I know the Wright brothers invented the first plane that could be piloted • I know Tutankhamun was a special Pharaoh • I know that St Valentine helped people • I know St David was a monk who could perform miracles

Summer

<u>Events beyond living memory</u>	<u>The lives of significant individuals in the past</u>
<ul style="list-style-type: none"> • I know about some familiar situations in the past • To know how I have changed over the year and my time at school 	<ul style="list-style-type: none"> • I know about the past through settings, characters and events encountered in books read in class and storytelling e.g. A Street through time, Little People, Big Dreams. • I know that Florence Nightingale trained Nurses all over the world. • To know Mary Anning was a palaeontologist who discovered dinosaur fossils

Key Vocabulary

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now	Remembrance Day, battlefields, war, remembrance, Armistice, Guy Fawkes, King James 1, Gunpowder, experiences	The Wright brothers, Karl Benz, George Stephenson, Neil Armstrong, Tomb Tutankhamun, Pharaoh, Sarcophagus	St David, monk, miracles, change over time, traditions	Mary Anning, palaeontologist, archaeologist, fossils, discover, past, extinct, prehistoric	Florence Nightingale, trained, nurses, changes, growth, key events.

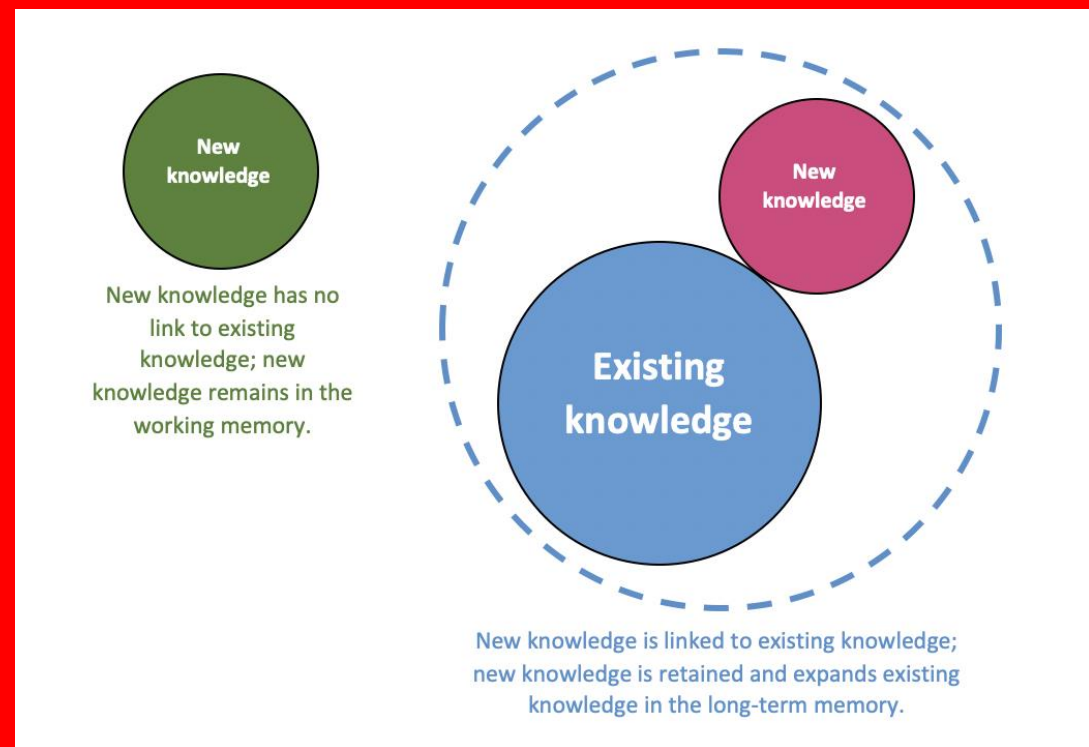
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
Empire	A group of regions which are ruled by one ruler or one government.	An understanding of the term empire is significant in linking and building on topics such as Florence Nightingale (Crimea) and understanding the spread of the power which was Rome.
Monarchy	A type of government where one person rules. They could use the title King, Queen, Emperor, Empress	From EYFS throughout the children come into contact with the concept of a ruler or person in charge. They need to be aware that this person has a special title as well as the responsibilities which come with power.
Conflict	A serious disagreement or argument. It could end in a battle or war.	Much of the landscape, heritage and history of the North East is based in conflict from the invasion of the Romans to the Harrowing of the North by William the Conquer. The children need an understanding that conflict often brings change.
Civilisation	A group of people with their own language as well as a high level of cultural and technological development.	An understanding of the development of our locality from it's earliest roots to modern day and where we personally fit into this.
Industry	A manufacturing activity EG – mining or farming.	An understanding of the impact of heavy industrial processes in the North East have a important cultural and historical significance in leading the Industrial Revolution as well as their continuing influence on local families today
Significant Women	Woman who are notable for their personal achievements.	As we are often faced with a more traditional view point regarding the impact and rights of women and History is often portrayed from a male perspective. It is important from a British Values and understanding of others point of view that our children understand gender equality and have an understanding of women's suffrage
Invasion	The movement of an army into an area usually to attack or as part of a war.	Links to the concept of Empire and conflict, within the North East our history has been impacted by invasion.
Local	An area which is close by.	Our local heritage and history is vital, to understand where we are now we need a firm understanding of where we have come from. Why we speak this way, what our street names link to, the jobs our ancestors did.

The objectives of each thread are:

GOLDEN THREAD	Learning Objectives:
Empire	<ul style="list-style-type: none"> - To understand the chronological development of an Empire To understand the spread of an Empire geographically - To be aware of the key events and people involved in the development of an Empire
Monarchy	<ul style="list-style-type: none"> - Understand change and continuity which occurs through the monarch - Know how significant the reign of a monarch is - To know the chronological events linked with a monarch
War	<ul style="list-style-type: none"> - Recognise the chronological events before, during and after a war - Know the similarities and differences of life during and after a war - Understand the cause and consequences of the key events in a war
Industry	<ul style="list-style-type: none"> - Be aware of the consequences of industrial development - Decide on the significance of industrial developments - Know the key contributors to industrial developments
Inspirational Women	<ul style="list-style-type: none"> - Be aware of the chronology of significant inspirational women - Ask and answer historical questions - Use a range of sources of information to construct and communicate ideas about women in the past
Invasion	<ul style="list-style-type: none"> - Know the cause and consequence of invasions - Understand the chronology of invasion - Investigate the similarities and differences of life pre and post invasion
Local	<ul style="list-style-type: none"> - Ask and answer historical questions about local events - Know the key events in the lives of significant people and places in the locality - Understand how local events impact on the lives of people in the locality
Civilisation	<ul style="list-style-type: none"> - Understand the cause and consequence of developments in civilisation - Be able to use artefacts and other sources to ask and answer historical questions - Decide on the significance of a development to civilisation

Coverage across KS1 and KS2:

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
Empire								X		X			X		X	X	X	X
Monarchy Year 1 and 2 - stories								X	X	X		X	X	X	X	X		X
Conflict			X					X		X	X	X		X	X		X	X
Civilisation							X		X				X	X	X	X		
Industry					X	X									X	X		
Significant Women			X	X				X	x				X					X

Coverage across KS1 and KS2:

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Empire			Roman Invasion of Britain 43AD	Anglo- Saxons	Ancient Civilisations Mayan Empire	Industrial Revolution First World War Significant Woman in History
Monarchy			Roman Invasion Ancient Egypt	Anglo-Saxons Norman Invasion	Ancient Civilisations Greece Mayan Empire	Industrial Revolution Significant Woman in History
Conflict	Lives of significant women, Crimea – Nightingale, Seacole, Cavell		Roman Invasion	Anglo-Saxons Vikings Norman Invasion	Greece Mayan Empire	First World War Significant Woman in History
Civilisation			Stone Age to Iron Age Ancient Egypt		Ancient Civilisations Greece Mayan Empire	Industrial Revolution
Industry		Coal Mining Stephenson’s Rocket			Mayan Empire	Industrial Revolution
Significant Women	Lives of significant women, Crimea – Nightingale, Seacole, Cavell	Mary Anning	Romans Ancient Egypt			Significant Woman in History
Invasion			Roman Invasion	Anglo-Saxons Vikings Norman Invasion	Mayan Empire	First World War
Local	Great fire of London - Gateshead	Coal Mining Stephenson’s Rocket	Roman Invasion	Norman Invasion		Industrial Revolution First World War Significant Woman in History

