

History

Curriculum Statement

Intent

At Cummersdale we aim to inspire our pupils' curiosity to know more about the past and the impact it has on our lives. The school's own rich history, within the context of the local area as a Board School for Stead McAlpin's Mill, is a celebrated and inspiring feature of the school. Our History curriculum draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. The knowledge and skills that are developed are transferable to other areas of the curriculum and can be used to promote their spiritual, moral, social and cultural development. History helps pupils to understand the process of change; the diversity of societies, as well as their own identity and the challenges of their time. The History curriculum is carefully planned and structured to ensure that current learning builds on that already taught, encouraging our children to be inquisitive, ask questions, think critically, analyse evidence, create their own arguments and develop perspective and judgement.

Implementation

We believe at Cummersdale, that in order for children to know more and remember more in each area of history studied, there needs to be a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, children build upon prior knowledge alongside introducing new skills and challenges.

We follow the CUSP programmes of study to support our planning, which provides the structure and basis for lessons ensuring the progression of skills. We do not use this exclusively and teachers have the autonomy to plan engaging, inspiring and challenging lessons. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional

resources to ensure that children are allowed opportunities to repeat and revise this knowledge. The CUSP programme of study is detailed and can be found here: <https://www.unity-curriculum.co.uk/history>

Where possible trips are planned to further enhance the knowledge and skills that are taught in the classroom. Living in an historically rich locality this is particularly beneficial. Trips have included visiting Birdoswald, Vindolanda and Bede's World. In Year 5 & 6 children have the opportunity to visit various museums as part of their residential, whereas the rest of the school frequently visit Tullie House. The school have also welcomed visitors such as Vikings and Florence Nightingale into school to help History come alive.

All children have access to a wide range of artefacts and historical resources. Topic specific resources are loaned from Tullie House where possible. Not only are physical resources sought to support the learning taking place but we also keep updated and seek digital resources that can enhance learning.

Showbie is used for children to record their work, adding detailed evaluations and explanations. Purple mash is used to provide online projects for the children in the younger years. The children enjoy using apps such as Chatterpix to record work under famous peoples' personas. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

Each class also carries out notable work in History as follows:

Reception: In Reception we begin to look at the past and present very early on in the school year. We initially focus on family through our topic 'Marvellous Me!' Children begin to learn about their family and the different generations, talking about how things have changed over the years; a focus on toys and how toys parents and grandparents differ from the toys they play with today (electronic toys). Later topics look at how going to the seaside has changed and how transport has allowed more people to travel in cars to go further to the beach. Through the topic of 'Celebrations' we look at key people in history such as Guy Fawkes and for the topic of, 'People Who Help Us', we look at the jobs people do in our community and beyond and how these have changed over the years.

Year 1 and 2: The children enjoy learning about historical figures from the past and in particular learning about Mary Queen of Scots who was held in Carlisle Castle. We go on a trip to Carlisle Castle as part of our Castles topic and we go to Mary's tower and also learn about the history of the castle. Another favourite topic of the children is learning about the Great Fire of London where we make a model of London, sing songs and use buckets of water to recreate a bucket chain. We study the lives of Grace Darling through our weather topic, Neil Armstrong and Tim Peake through our space topic and Christopher Columbus when we do our seaside topic.

Year 3 and 4: The children in Year 3 and 4 are given plenty of opportunities to engage with historical moments in time, using and developing historical enquiry and looking into the history of local regions and across the world. We have taken a journey to the Stone Age through to the Iron Age, creating models of Stonehenge and weapons, looking at how the process developed over time. We have researched facts around the local area and how it has changed overtime. How the Romans changed Britain and took a trip to local ruins and archaeological sites. The children enjoy the Ancient Egyptians topic where we look at the process of mummification by mummifying a tomato and a Fish. Furthermore, the children develop their knowledge of important historical figures throughout different topics; influential sports figures, great inventors, world leaders, Roman Emperors, Celtic leaders, Kings and Queens.

Year 5 and 6: Our Year 5 and 6 history curriculum provides a platform to enrich children's awareness of the past and develop their historical consciousness. Our curriculum builds on pupils' understanding of British, world and local history, looking at the influence that Britain had on the wider world, and how the wider world has influenced Britain. Pupils deepen their disciplinary knowledge, studying contrasting historical interpretations, analysing sources and constructing historical arguments. The children study the Greeks learning about the people, the inventions, the art, the technology and the mythology of this ancient civilisation. The children also listen to the BBC Podcast Tunnel 29 which tells the extraordinary true story of a man who dug a tunnel right under the feet of Berlin Wall border guards to help friends, family and strangers escape. They learn about the geopolitics surrounding the Berlin Wall and what life was like for those people living on either side of this structure.

Children with additional needs are included in whole class lessons and teachers support as necessary. Work is adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistant support. Adaptive technology being used to record evaluations to reduce the need for written work and voice notes being added to work are examples of this.

Impact

Children evidence their work in books which follow them through the school so that progression of skill can be monitored. This allows teachers to see the pupils' starting points, their prior knowledge and their next steps. Children are also able to evidence their work on Showbie, this allows pupils the opportunity to evaluate their work, record comments, as well as teachers providing valuable verbal or written feedback.

Ongoing assessments take place throughout the year. Mini Quizzes (See CUSP) and Socratic Materials are used to monitor progress and knowledge retention. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately. This informal assessment also involves feedback to pupils on their achievements and progress in line with our marking and feedback policy.

Pupils in the Early Years are assessed within Knowledge and Understanding of the World and this progress is tracked termly using the Scholar Pack system. Age related expectation levels are reported to parents at the end of the Reception year. Children in Years 1-6 are also assessed against the end of Key Stage expectations, progress is recorded on Scholar Pack, once topics have been completed.

The History Subject Leader monitors the progress of pupils' by observing the work taking place, including that evidenced in books, Showbie and discussions with pupils' and teachers.

Curriculum Map

<u>Cycle A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	<u>Marvellous Me</u> Toys through time Simple timelines, their lives	<u>Celebrations</u> Comparing and contrast characters from the past eg Guy Fawkes Special events over time.	<u>People who Help US</u> How have jobs changed over the years?	<u>Plants</u> How environments have changed over time. Less plants/green spaces, more housing	<u>Minibeasts</u> Compare and contrast environments. Prehistoric dinosaurs.	<u>Under the Sea</u> Comparing and contrasting the past and present at the seaside.
<u>Year 1 and 2</u>	Space - events beyond living memory Lives of significant individuals - Tim Peake/ Neil Armstrong		Life of significant individual - Grace Darling	Travel and transport now and then.	Changes within living memory	
<u>Year 3 and 4</u>	Stone Age to Iron Age	Great Inventions	Romans and their impact on Britain		Life of significant people/History of sport	
<u>Year 5 and 6</u>	History of Space Exploration		Greeks		The Americas	

<u>Cycle B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	<u>Marvellous Me</u> Toys through time Simple timelines, their lives	<u>Celebrations</u> Comparing and contrast characters from the past eg Guy Fawkes Special events over time.	<u>People who Help US</u> How have jobs changed over the years?	<u>Plants</u> How environments have changed over time. Less plants/green spaces, more housing	<u>Minibeasts</u> Compare and contrast environments. Prehistoric dinosaurs.	<u>Under the Sea</u> Comparing and contrasting the past and present at the seaside.
<u>Year 1 and 2</u>	The history of the Seaside	Life of significant individual - Christopher Columbus	Castles- Why were they built and what were they like? Carlisle Castle and Significant local people/ events - Mary Queen of Scots		Events beyond living memory- The Great Fire of London Who was Samuel Pepys?	
<u>Year 3 and 4</u>	Anglo Saxon and Vikings		History of Chocolate		Ancient Egyptians	
<u>Year 5 and 6</u>	Tudors		World War II Rebuilding Britain		Evolution Charles Darwin	