

History



An understanding of the successes and failures of the past is important if we are to grow and make progress going forward. If we do not learn from our past mistakes, we are bound to repeat them.

Intent

Coldfall's approach to teaching History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies and epochs. Our children will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. History at Coldfall aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past.

The scope and breadth of our curriculum reflects Coldfall's golden threads: our commitment to our values-based education and to themes of social justice and change-makers - signposting key, inspirational figures in history. It seeks to reflect the diverse backgrounds of our cohort and community and highlights the importance of diversity and representation in our teaching and learning.

Emphasis is placed on analytical thinking and questioning. Children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, think critically, and develop perspective and judgement – understanding and taking ownership of our shared History. It is our ambition that our children will think like Historians and be Historians.

In line with the national curriculum 2014, the curriculum at Coldfall aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Become increasingly critical and analytical thinkers

- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- To discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

Implementation

What do we teach? What does it look like?

A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to History. Our curriculum is shaped by our school's commitment to engage, challenge and enable our pupils to be the best that they can be. We are mindful of our diverse, international cohort and find opportunities to draw international comparisons with the UK's own history. Our program of study using the Early Years Foundation Stage Framework (2021) and the National Curriculum is underpinned by Focus Education's History scheme.

Our thematic international curriculum is sequenced by clear skills, knowledge and understanding goals which are built upon year on year. Through the use of exciting units of work, children are able to develop an understanding of national and world history. Key elements of our History journey are outlined below.

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	All About Me-Family Transport-old and new	Who is my family? Teddy Bears old and new	What was Muswell Hill like when my Grandparents were young? (TOYS)	What impact did the Victorians have on society today?	What was Britain like during the Stone Age?	How did Britain change between the end of the Iron age and the end of the Roman Occupation?	Why the Vikings invade and settle in Britain?	When did we create the British Empire and what was its impact on immigration?
Spring	Celebrations (describing special events) When I was a baby (sequencing events)	What job will I do when I'm older? Is it always dark at night time? (begin to make sense of their own life story and family history)	Who are the famous local people and why are/were they significant?	Why was Rosa Parks and activists like her, significant in making a difference to the world?	How did Britain change between the end of the Stone Age and the end of the Iron Age?	How advanced were The Ancient Egyptian civilisations that were great 3000 years ago?	How did the Islamic civilisation influence our country? Including a study of Bagdad	What impact did WW1 and WW2 have on ordinary people in Muswell Hill/London? (Local History Study)
Summer	Once Upon a Time Once Upon a World	Who do we know that's famous? (compare and contrast characters from stories, including figures from the past)	Why did the Great Fire of London Spread so quickly? How did it change London?	How has travel and transport changed throughout history? (Local History Study – Dolly Shepherd)	What did the Ancient Greeks bring to the Western world?	Who were the Anglo-Saxons and what impact did they have on Britain?	Who were the Mayans and what have we learned from them?	What was the impact of immigration on Britain over the past 100 years?

Where? and when?

Impact

By the time children leave Coldfall Primary School they will:

Have an excellent knowledge of key historical events and significant people.

Have developed a range of historical skills and subject specific vocabulary.

Have acquired a sound understanding of chronology and timelines.

Be able to make comparisons, ask questions and think critically.

Demonstrate enthusiasm and passion for History with a curiosity to learn and share.