

Intent

When planning the history curriculum, much thought was put into what the content should reflect. We were very clear that the curriculum as a whole should reflect our British and Islamic heritage and so we created a scheme of work that provides students with the opportunity to explore, compare and chronologise historical events through their dual lens as British Muslims.

Amidst the backdrop of national and international turmoil – the incidents in Spring 2020; the ever-changing political rhetoric and the conflicts worldwide – it has become ever more important that children are exposed to a history that is as accurately reflective of past events and people as possible. Our school community is proudly multicultural, with a rich tapestry of backgrounds and histories, and it is vital that our children see themselves reflected in the achievements and advancements of yesteryear, whether it be through a religious or racial lens.

To that end, we have worked hard to identify and craft a curriculum that is of high-quality, relevant and broad; a curriculum that invites our children to engage with topical study that is reflective of their heritage, while developing their historical skills.

We have placed units quite consciously within the various year groups, such as looking at **Toys** over time in Year 1, while exploring **Local Houses** over time in Year 2. We also considered chronology, particularly for British history, and so have placed **Roman Britain** after **Stone Age to Iron Age**, but before **Vikings, Anglo-Saxons and Scots**. The placement of themes such as **Education** and **Numbers Over Time** have also been considered so that content is relevant and refers to what has been taught (in terms of civilisations and peoples) in order to ensure that exploring the unit avoids adding to cognitive load by consolidating and adding to what children should already know. We were also very deliberate in including **Indus Valley** and the **Ancient Egypt Civilisation** as well as the **Abbasids** and significant individuals throughout both key stages so our children can see themselves reflected in significant events and influences in both race and religion.

Our Reading curriculum reflects history in a richer way by introducing and exploring people, places and events that link to taught units, or provide first-hand or alternative views or ideas about historical events. These will NOT necessarily run concurrent to the History units so children can revisit and consolidate their learning throughout the year.

Implementation

History is taught as a discrete subject. Units have been adapted from the History Association and Key Stage History primary schemes of work to create a well-rounded and appropriately challenging and engaging curriculum.

When planning learning opportunities, we expect teachers to consider active learning – such as trips and/or visits, workshops, video-learning, interactive activities, etc – so history can be an immersive experience. Despite the limitations of budgets, distance and safety guidelines, which are important considerations for teachers to consider when researching possible activities, ensuring that children can widen their experiences and appreciation of British and World History is crucial.

Lessons focus on understanding, developing and applying specific historical skill or knowledge from the following five domains outlined in the National Curriculum's History Framework of Study:

- **Chronology:** The chronology of the historical tapestry of the UK and the wider world

We promote **IKHLAS**:

Inspiration – **Knowledge** – **Healthy Living** – **Leadership** – **Aspiration** – **Spirituality**

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- **Range and Depth of Historical Knowledge:** Awareness of civilisations that lived in the UK and the wider world at different times in the past and their significance, influence and effect on the present era
- **Interpretations of History:** Exploring and analysing historical events and interpreting the sources, events, people and rippling effects through the years, through to today
- **Historical Enquiry:** Ask questions and carry out research to answer historical queries asked independently or organised by the class teacher
- **Organisation and Communication:** Explore and communicate how historical events and eras occur throughout time, and organise events, eras and people on timelines, using different medium, to understand how they are organised

Unit placement is deliberate so teachers can plan activities and tasks that encourage cross-curricular learning and collaboration, such as reviewing information in preparation for a writing task or exploring the trade routes of a historical civilization in conjunction with developing knowledge of artists and craftspeople.

We have a membership with the Historical Association due to their long-established support of the history curriculum and the high-quality schemes of work and CPD. Staff will be able to complete, or be directed to, courses that align to their teaching, interests or areas for improvement. This has enabled staff to become confident in sourcing and creating engaging lessons that are of good quality and accurate. We are also considering options for working with historical societies to further develop and personalise the local history units and make stronger links with local schools and historical networks to enrich our curriculum offer even more. The school also subscribes to Key Stage History for their breadth of suggestions for planning and delivering learning opportunities.

Impact

An engaging and relevant exploration of history should result in a linear development of skill and experience, as well as the confidence to select and apply historical skills to enquiry and questioning. Children will learn how to be sensitive and empathetic, and take pride in the achievements and innovations of past generations in whom they find a reflection of themselves. Language will be reflective of progress and understanding, and terminology will be applied discerningly.

Rapid Recall at the beginning of every session will ensure that children revisit, consolidate and share prior learning, while also indicating gaps in knowledge and skill to the teacher and thereby inform further planning.

Formal assessments will not be used for tracking progress and/or attainment. Instead, individual progress will be assessed through the completion of set tasks such as oral presentations; completing a set of questions or comparing what is known about a topic at the beginning and end of a unit of work. In addition, the contribution made to class discussion and the quality of learning tasks will help create a broad and accurate picture of each child's progress data.

Where possible, evidence of work should be collected in audio, video or photographic format so it can be added to relevant National Curriculum Framework objectives as evidence of understanding and confidence.

We deliver an enquiry-based approach, using learning questions to guide teaching and learning, with activities tailored to age and with consideration of QFT, including visual learning resources, scaffolding and individual/group support. This means that SEND and EAL students perform comparatively with their peers.

Review

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Inspiration – Knowledge – Healthy Living – Leadership – Aspiration – Spirituality

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This policy will be reviewed annually and edited to reflect the school's action plan and National Curriculum statutory guidance.

Review Date: September

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When planning and delivering the curriculum for history, we will consider the following:

KS1

Area/Objectives	Year 1	Year 2
<i>Knowledge/understanding of British History</i>		
Changes within living memory, used, where appropriate to reveal changes in national life	Toys	
<i>Local history</i>		
Significant historical events, people and places in Leicester		Houses in our Local Area
<i>Knowledge/understanding of wider world history</i>		
Events from beyond living memory that are significant nationally or globally	Fire of London	
Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare life in different periods.	Who was Fatima al Fihri?	What is Significant about Nurses (Florence Nightingale, Mary Seacole and Edith Cavell)? Why is ibn Batutta Famous?

KS2

Areas/Objectives	Year 3	Year 4	Year 5	Year 6
<i>Knowledge/understanding of British history</i>				
Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age			
The Roman Empire and its impact on Britain	Roman Britain			
Britain's settlement by the Anglo-Saxons and Scots		Anglo-Saxons, Vikings and Scots		



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Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor				
An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066		Numbers through Time	Education	
<i>Local history</i>				
A local study				Significant individual from Leicester – Richard III
<i>Knowledge/understanding of wider world history</i>				
The achievements of the earliest civilisations through an in-depth study of: The Indus Valley	The Indus Valley			
The achievements of the earliest civilisations through an in-depth study of: The Ancient Egyptians		The Ancient Egyptians		
Ancient Greece – life, achievements and influence			- Ancient Greece - Ancient Greek Influence on Britain	
Non-European society that contrasts with British history: Early Islamic civilisation – Baghdad c900AD				- The Golden Era of Islam - Abbasid Individuals

Historical study should be approached with the aim to help children develop the skills to:



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KS1	KS2
Be aware of the past, using common words and phrases relating to time	Continue to develop chronologically secure knowledge of history
Fit people/events into a chronological framework	Establish clear narratives within and across periods studied
Identify similarities and differences between periods	Note connections, contrasts and trends over time
Use wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms
Ask and answer questions	Regularly address and sometimes devise historically valid questions
Choose and use from stories and other sources to show understanding	Understand how knowledge of the past is constructed from a range of sources
Understand some ways we can find out about the past	Construct informed responses by selecting and organising relevant historical information
Identify different ways in which the past is represented	<i>Understand that different versions of the past may exist, giving some reasons (this is not explicitly stated but is natural progression between KS1 and KS3)</i>



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