

History Curriculum Statement

Intent

At Maltby Lilly Hall Academy we believe that, as well as developing children's knowledge and understanding of the past, it is important for children to understand how the past has influenced our lives today. Our learning is not only centred on the past. We discuss how our lives can be shaped in the future, as a result of previous events taking place. Previous historical knowledge will be built on to form historical timelines with explicit links to the community wherever possible. History should also give children opportunities to practise and apply key skills such as; oracy, speaking and listening, reading, writing, maths, and ICT.

Our curriculum aims are 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;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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 unique identity and the challenges of their time.

Implementation

The children at Maltby Lilly Hall Academy study a range of significant people, periods of time, and events that occurred in British and International history. These include; Stone Age to Iron Age, Ancient Egypt, Ancient Greece, The Roman Empire, The Anglo-Saxons, World War II, and Mayan Civilization.

In KS1 we learn about historical events that have happened closest to the present year. As the children progress through the years their history learning delves deeper and further into the past.

Throughout the children's time at Maltby Lilly Hall Academy they will look into Maltby's local history and the impact it has on their lives, their families' lives and the lives of those in our local community.

Throughout our learning, children of all ages develop their chronology skills. The children will be taught to develop their vocabulary to explain how long ago events happened. In addition, the children will be provided with opportunities to pose their own questions about their learning and follow lines of enquiry to reach the answers. Throughout each topic, we will begin to develop links between periods in history and be able to compare and contrast the different ways of life.

Teaching should also equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

A 'hands on' approach to learning is adopted at Maltby Lilly Hall Academy. We provide opportunities for children to visit historical sites such as; The National Science Museum, The Holocaust Museum and Conisbrough Castle – thus allowing learning to be brought to life. When we can't visit a historical site we enjoy activities in school as part of the history curriculum; we have visitors such as, Mr. Egypt, The Wonder Dome and CLC events. We

also look at artefacts from different periods of time and use primary and secondary historical sources to ensure all pupils can form their own historical opinions.

Impact

Every child should be able to articulate historical questions and be able to discover the relevant answers throughout their learning. The children in each year group should also be able to recall significant parts of a particular period, with some children being able to comment on comparisons to present day and how those events shaped the future. Children in upper key stage 2 should be able to establish clear links and comparisons between periods in history, which they have previously studied or are currently studying by using informed ideas and sources.