



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

History

The Best for Every Child - a Unique Child of God

See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are
(1 John 3:1)

Intent

Cookridge Holy Trinity Primary School, as an inclusive school, offer all children a high quality history education which provides them with a coherent knowledge of the history of Britain and the wider world, whilst also inspiring their curiosity about the past. Children experience excellent teaching which enables them to ask perceptive questions, think critically, explore evidence, examine arguments, and develop perspective and judgement about people and events from the past. (National Curriculum in England, History programme of study, 2014)

Cookridge Holy Trinity aims for the pupils to feel inspired, engaged and immersed in their learning. We strive to encourage children to feel passionate about history and have a thirst for knowledge of investigating the past. Knowledgeable and enthusiastic teachers encourage pupils to aspire to become historians and understand that in order for society to grow and evolve, we need to learn from the impact of events in the past. Holy Trinity aims to embed the statutory skills and knowledge stated in the National Curriculum (2014) objectives whilst promoting cross curricular lessons and enquiry based learning led by the pupils.

It is essential to have continuity and progression throughout the history curriculum so that it provides structure, purpose and meaning. It is our intention that our history curriculum will broaden our children's cultural capital and be ambitious and motivating. Ambitious in our coverage of history and through teaching of historical skills. Motivating through enrichment activities, trips and visitors that give all children a sense of awe and wonder and an opportunity to be curious about the past. At Cookridge Holy Trinity, our history curriculum will give children the opportunity to:

- To be committed to become increasingly critical and analytical thinkers.
- To discover and communicate links and connections to the history they learn and the wider community and locality.
- Through collaboration further their knowledge and explanations of change and continuity over time.
- Show craftsmanship when differentiating between source types and explain how interpretations in history may differ.
- Creatively draw on similarities and differences within given time frames and across previously taught history.
- Be confident to enquire in to historical themed questions and form their own opinions and interpretation of the past.

Implementation

Our implementation ensures full coverage of the History National Curriculum Programme of Study. Our curriculum intent drives the rationale for our approach, resource choices and selection of content. Our

curriculum is carefully planned and structured for depth and clear progression of skills, knowledge and concepts. We build in opportunities for children to return to aspects of learning in order to build on prior knowledge and deepen their understanding. History lessons are taught using well-sequenced Long Term Planning, Skills and Progression Maps, Progression Vocabulary Grids, Summative Assessment using Depth of Learning and continual Formal Teacher Assessment.

Enrichment activities such as WOW moments, trips and visitors are also planned for to ensure high levels of engagement and enjoyment within our history provision. Through carefully planned learning activities, sequential lessons and a differentiated teaching input, all children are challenged, with teachers having high expectations of every pupil. Ambitious vocabulary is also determined and children are introduced to higher level words throughout the topic, where children revisit these words and their definitions.

Reception /Year One

The curriculum in Reception is built upon the EYFS statutory framework (2021) and Development Matters (2021) but has been specifically designed and enhanced to inspire and challenge pupils at Holy Trinity through our Curriculum Goals. Our Curriculum Goals are inter-connected and allow the children in Reception to have the best possible start to school, building secure foundations ready for the National Curriculum and to become life-long learners. The seven areas of learning are embedded through high-quality teaching and interactions, purposeful experiences and enabling environments. The children begin to develop their understanding of the past through stories. They explore events within their living memory through their 'personal past'. The children begin to develop their understanding of chronology through creating a timeline of their own life, using photographs and discussions to order the key events of their life. They then explore events beyond living memory, 'a long time ago' through a fascination, dinosaurs. The children learn and use vocabulary linked to past and develop an understanding how artefacts are used to inform us of the past. Through key texts, such as Cave Baby, the children learn about different periods of time and compare it to life now. Throughout topics such as 'On the Farm', Reception learn about how inventions have changed and their impact on day to day life. Year 1 build on the foundations of their historical skills from Early Years, "Children talk about past and present events in their own lives and in the lives of family members." The pupils create a timeline of their own lives and family trees which link to their science topic, "Animals and Humans." They consider changes that have happened to them personally since birth but also to the world as a whole. When studying 'The Wizard of Oz', the children consider what life may have been like for Dorothy at the time the book was written, compared with how they live now. Additionally, the pupils ask questions about the past and use artefacts, pictures, stories and online sources to find out about the past in their "Seaside" topic. They visit Kirkstall Abbey and take part in a workshop highlighting the differences in seaside holidays in the Victorian era and now. Later in the year the children develop an understanding of concepts such as civilisation, monarchy, parliament and democracy when they learn about Kings and Queens in their UK topic. This is extended the following year when Year 2 learn about Queen Victoria.

Year Two

Building on the children's understanding of chronology taught in Reception and Year 1, Year 2 create timelines, using dates, to show the chronology of significant individuals lives such as Beatrix Potter and Queen Victoria, events of the Victorian era and the Great Fire of London. Their knowledge is applied in literacy lessons where the children write information texts about Queen Victoria in chronological order. Similarly Year 2 link their topic of "A Christmas Carol" to their English as their English lessons are based around the story and pupils start to understand what it would be like to live in the Victorian era. The children visit Thwaite Mills where they recreate a Victorian Christmas and they have a day in a 'Victorian school', where they dress up and recreate a Victorian school room within their own classroom. They look at the lives of Victorian children and compare it to their own lives. They research Victorian toys and design and make their own moving toy in DT lessons. Additionally, Year 2 study the 'Great Fire of London' an event beyond living memory. The pupils are encouraged to independently research the events online, building upon the computing skills taught the previous year. The topic builds on knowledge of London previously taught in Year 1. Year 2 take part in cross curricular activities to really immerse themselves in the topic. For example, they use materials to create 3D models of Tudor houses – and then

replicate the 'Great Fire' in our own playground. In addition, the children develop their drawing and technical skills, to create a charcoal drawing of London landmarks, a watercolour silhouette of London and a portrait of Samuel Pepys.

Year Three/Year Four

Building on from the prior learning of chronology in KS1, Children in KS2 focus on particular historical ages – the first age that is studied is 'Stone age to Iron Age' in Year 3. This is a fully immersive topic which brings together a variety of subjects including science (rocks) and English (Stig of the Dump). The children develop their history skills, learning what life was like in prehistoric times, including clothes, food and shelter, as well as looking at the tools they used and their inventions. They have a "Stone Age Day" produced by an external company where the children are transported back into the Stone Age! Pupils design, create and evaluate various models, forts and build dens in this cross curricular topic. They compared houses built in different time periods to understand the concept of change over time. Building on Year 2, Year 3 also research the key events of significant individuals such as Christopher Columbus in their "Explorers" topic and order events on a timeline including events from previous topics taught in school and placed these time periods on it chronologically to further consolidate their knowledge.

The historical time line then takes the children to study 'Ancient Greece'. The topic is launched with an immersing topic themed day – engrossing the children into Ancient Greece life. During this topic the children go on an education trip to the Royal Armouries. Children analyse historical artefacts which they use to ask questions about the past, and inform their own designs of replica historical artefacts such as Greek pots. They also take part in a drama workshop linked to the Greek myth of Medusa (Perseus and the Gorgon's head). They also partake in a Spartan warrior training workshop where they get to look closely at the Armour and weaponry the Spartans used and learn how to march like a warrior and use the weapons.

Year 4 learn about the Titanic, a significant event in our recent past, that involves the use of primary and secondary sources to deepen their understanding through enquiry based learning. They present reasoned arguments of their own using evidence, having deliberated its reliability and use. Children are encouraged to make connections to their own experiences and to ask historically valid questions. They develop their artistic skills further by researching pointillism and produce a picture of the Titanic using this technique. Building on chronology taught in Year 3, children learn about the Ancient Romans. Learning about life in Ancient Rome, Roman inventions, Roman soldiers and gladiators. In addition, they are taught about the events of Pompeii and Mount Vesuvius which is further embedded when writing descriptively in English lessons. Their creativity skills are developed when analysing artefacts, producing a variety of DT and Art work including, chalk pastel volcanos, Roman purses, Roman shields and helmets. They learn about the geographical location of Ancient Rome, the land which they conquered and will compare this to modern day maps. During this topic, the children go on an educational trip to Murton Park where they are immersed in Ancient Roman life! Children learn about life as a new recruit to the Roman army and the wider impact of ancient civilisation.

Continuing the historical timeline, the children are thoroughly engaged within the era of the Ancient Egyptians and observe where this time period lies in the relation to other early civilisations such as the Sumer, Shang Dynasty and Indus Valley. They continue to develop their history skills and knowledge through discrete skill based lessons. Developing from the 3D art skills taught in the Year three topic 'Ancient Greece' the children draw pyramids, focusing on layering and create clay cartouches. This topic allows children to explore their creativity, creating Pharaoh masks, baking Egyptian bread, observing and replicating patterns and learning to write using hieroglyphics. Children describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. They compare and contrast their life to an Egyptian child and analyse artefacts at the Leeds City Museum including a real life mummy! The children's learning is further enhanced with an Egyptian day; exploring the ancient civilisation, taking part in an archaeological dig and Egyptian escape room.

Year Five/ Year Six

Building on their historical knowledge in Lower KS2, Year 5 study key events in American History with a focus on the civil rights movement. This topic explores the significant historical figures, significant events and changes through time, experienced in America. Throughout this topic, the children further deepen their history

knowledge by looking at key events in American history and their impact, for example the Jim Crow Laws, the financial boom in the 'Roaring Twenties' and the subsequent, 'Great Depression.' The children learn about inspirational and significant historical figures who paved the way for change in America's civil rights movement, such as Martin Luther King, Rosa Parks and Harriet Tubman. The children learn about the impact today of racism in America, the slave trade and the Civil War. This links with the children's P4C and PSHE lessons, exploring topics of discrimination and the concept of fairness. The children consider the role of an American president and past presidents' impact on history, as well as focussing on the significant historical event of the assassination of John F Kennedy. The children develop their computing skills where they become immersed into New York using the VR headsets, use iPads and computers to research the location of American states and their landmarks and produce and present an informational PowerPoint. The children researched the major industries in each state and how the physical environment supported these. To further the children's locational knowledge of the continents of the Americas, the children learn about the early Mayan civilization and where this fits chronologically on a timeline; including the pre-classic, classic and post-classic periods. The children investigate the impact of Mayan inventions and architecture on their daily lives as well as learning about Mayan religion and gods, where they use drama to recreate the Maya creation story. Additionally, the children learn about ancient Mayan art and they design authentic masks, as well as analysing a range of historical drawings from Frederick Catherwood in 1839 onwards, to learn more about Mayan culture.

Building on from LKS2, Year 5 focus on the impact of past events in the present when they study Earth and Space. This cross curricular topic includes key moments in scientific history, for example the, 'Space Race' and subsequent moon landing and the founding of NASA. The children learn about the importance of space exploration and how that influences our world today. They learn about significant historical figures; such as the famous astronauts Neil Armstrong, Buzz Aldrin and Tim Peake, as well as the black women who helped build NASA, which links to their learning of the previous topic, "America." They analyse a variety of historical sources supporting and refuting the earth being flat and consider their reliability, to justify that the Earth is spherical.

Continuing along our school's historical timeline, Year 5 learn about the era of the Anglo-Saxons and Vikings. The children comprehensively observe the timeline and how these eras fit together. They ask deep historical questions, enquiring why the Romans left the UK and why these changes happened. They learn about the invasions of different tribes in the UK, such as the Vikings, Angles and Jutes and locate their journeys using an atlas. The children learn about significant events such as the Battle of Hastings and analyse the Bayeux Tapestry, linking to their art, where they develop their sketching skills to create their own. The children research Anglo-Saxon and Viking settlement locations and become tour guides of Britain's Anglo-Saxon sites. The topic strongly links with RE and how Christianity was brought into the UK. The children learn about the significant event of the attack of Lindisfarne monastery and the impact on the monks who lived there and in Computing, create their own stop motion animation of the story. The children analyse a variety of maps of the Holy Island and see how it has changed over time to modern day. The children extend their learning by using a variety of materials to imitate the art styles of the period, creating Anglo-Saxon crosses, drawing Norse Mammen style art and drawing Viking Norse symbols. The children analyse a variety of historical sources in an archaeological investigation to learn more about the daily lives of Vikings. The children investigate the Viking diet by analysing coprolites and deepen their knowledge by designing, making and evaluating a typical Viking stew. The children are absorbed into the era of the Vikings and their Gods, through an interactive drama workshop led by Alive and Kicking. There are plenty of DT opportunities within this topic, the children research, design and build Viking long ships and evaluate these, as well as create Anglo-Saxon brooches, developing their sewing skills from LKS2. In English, the children read the novel, Beowulf by Michael Morpurgo, based on the Anglo-Saxon poem of the same name. The story immerses the children in Norse culture and celebrates fictitious Viking conquests.

Building on their knowledge from Year 5, Year 6 study a history-based topic focusing on changes through the decades 1930s – present, studying key events in recent history, considering changes in social, technological and political contexts, focusing particularly on WWII. The children become evacuees as part of a dress-up day, learning how to ration food and imagining what it was like to be a child during these times. The topic is further enhanced by a chilling visit from Arek, a survivor from Auschwitz. The children design, plan and create WWII fighter planes, bake various foods from different decades, research fashion changes and movements and listen to how music has changed over the 20th century and into the 21st. They develop their geographical

understanding through researching where things were made and where particular movements originated from and also looking into Germany's takeover of different European countries and the response to this from the rest of the world. Continuing to develop drawing and technical skills, through keeping a sketchbook, the children research and work in the style of a variety of famous artists (such as Andy Warhol, Archimboldo) and experiment with different art movements including: pointillism, pop art, fauvism.

Impact

By the time children leave Holy Trinity they will have developed the historical skills to have a coherent knowledge of the history of Britain and wider world. They will ask perceptive question, think critically, explore evidence, examine arguments and develop perspective judgements about people and events from the past. As a result of a progressive, well-sequenced and purposeful history curriculum, the children of Cookridge Holy Trinity CE Primary have a strong understanding of the local heritage of Cookridge and Leeds, towns and cities within the United Kingdom and through their topics and all continents of the world. Children are highly skilled historians with a coherent knowledge and understanding of the past. They use higher order thinking to critically analyse sources and information and make judgements both on the successes and follies of mankind. They understand how civilisations, leaders and historical periods shaped the world we live in today.

Children have the knowledge, skills and concepts needed to be successful in future learning and employment. All children, particularly the most disadvantaged and those with special educational needs/disabilities gain the knowledge and cultural capital they need to succeed in life. Due to high levels of teacher subject knowledge, quality first teaching and cross curricular topics, children make excellent progress in learning and attainment is consistently high. Children remember in the long term the content they have been taught and can integrate new knowledge into larger concepts. We monitor the impact of our curriculum through:

- Prior learning and post learning activities to assess the children's knowledge, historical skills and progress.
- Subject leader routinely monitoring the effectiveness of history through pupil voice exercises, work scrutiny and teaching and learning observations.
- A progression map and vocabulary progression grid to inform and ensure a clarity of judgement against the Depth of Learning Essentials and NC objectives.
- Pupil Progress Meetings take place termly to ensure no child is left behind.
- Teachers assess pupils using the Depth of Learning Assessment to make judgements on children's progress and achievement. This is shared with parents on the children's summer report. The subject leader communicates with teachers about children who are not meeting the expected standard to help ensure that progress is made.

Whole School History

Cookridge Holy Trinity provides children with a variety of memorable, experiential opportunities to consolidate knowledge, learn new skills and gain joy and wonder in history. This includes having inclusive educational whole school days such as "Travelling through Time Day" where all pupils moved around school classrooms, transported to different time periods. These creative cross curricular activities included taking part in the Greek Olympics, identifying Ancient Egyptian artefacts and their functions in an archaeological dig, building Stonehenge out of biscuits, identifying diets of the ancient world by analysing coprolites and being transported to walk on the moon using the virtual reality headsets. Another example is Holy Trinity's "Jubilee Day," where the children dressed up as Kings and Queens and took part in enriching activities, such as baking, caleigh dancing and art, to further their knowledge about the Queen's Platinum Jubilee. Additionally, children understand the impact of past war veterans on today and celebrate their lives through Remembrance arts and crafts, literary work and collective worship. We connect with members of the community, for example pupils created fabric poppies and paper poppy wreaths which were displayed at Leeds Kirkgate Market and pupils planted their own poppies in the sensory garden for all to see. Moreover, Cookridge Holy Trinity utilizes external companies to access high quality resources and experiential learning. This includes Alive and Kicking drama workshops that linked time periods studied, where the children are heavily involved in creating the storyline and develop their

subject knowledge through drama. Additionally, history school trips such as visits to the Leeds City Museum, Royal Armouries Museum and Thwaite Mills are also vital in nourishing our rich, creative curriculum.