



## History Curriculum

### Intent

At Eden we have a passion for history and children engage enthusiastically, often citing history as their favourite subject. We engage children's **natural curiosity** through learning about the past, **making links** to our lives and other learning, drawing from **different sources and interpretations**. Our aim is to help build children's picture of the world, their wider community and their own heritage, including the diversity of the Jewish and wider world. We discuss **how and why people interpret the past in different ways** and aim to spark a lifelong passion for the subject and for critical debate.

History at Eden is **rigorous and wide in scope**, allowing children to gain extensive knowledge and understanding of people, events and contexts from a range of and across historical periods. Making sense of the **chronology** within and between historical periods is central to this. Our whole school curriculum themes move from the **local**, (myself/my family/my home) through **regional, national** (our local area, UK, coasts) and **international** perspectives, and the history curriculum follows this pattern too.

The content includes **cultural, economic, military, political, religious and social history** looked at in the short and long term. It encompasses **UK history, the study of ancient empires and non-European civilisations**, and wider world achievements such as space exploration, and allows children to build up a **historical vocabulary** appropriate to and linking across each area of study (ancient, empire, civilisation, monarch, parliament, peasantry).

History is taught discretely, respecting the **subject discipline**, and integrated into **cross-curricular learning, creativity and the outdoors**. The curriculum has been developed over time by the school's subject leaders, drawing on the National Curriculum and Haringey Education Partnership's scheme of learning, and is reviewed annually with teaching staff. The content requires children to **ask perceptive questions**, think creatively, originally and **critically** about history, **weigh evidence, sift arguments and develop perspective and judgement**. They communicate their ideas confidently in styles appropriate to a range of audiences. Children develop their understanding of historical concepts including **continuity, change, cause and consequence, similarity, difference, significance**, and learn to weigh and debate these.

Learning is tailored to be **accessible** to all children in the school and includes opportunities for children to develop their ideas and undertake **further independent study**, so that children are prepared for their next phase of education and adult lives, with a well-rounded knowledge of the past.

### Implementation

Knowledge and skills are **sequenced to build on prior learning**. The subject is taught discretely and through cross curricular-learning, through a half-termly or termly topic focus. Historical knowledge and skills are taught through creative projects and children work towards **clearly defined end points**, creating opportunities to make connections within and across their learning.

Pupils are taught to understand the key concepts that link their learning within History to other subjects by clearly-defined learning objectives for each lesson. Children have **opportunities to write at length** and to **read texts** linked to their learning in History and there is a strong emphasis on **oracy and questioning** throughout. **Historical vocabulary** is built up through each topic.

Pedagogy is carefully chosen to engage learners and encourage children to ask perceptive questions, follow lines of enquiry and engage in debate and critique. The use of **primary and secondary sources, including people, artefacts, pictures, letters (eg the letters of Pliny the Younger) and other oral and written accounts**, offers a richness that is fascinating and inviting for children to be a part of. The **power of story telling** is harnessed to further draw children in and to help them gain and retain knowledge of each period in an accessible way for all.

Taking part in **experiences within the children's locality and further afield** enhances learning in History and develops children's cultural capital. The curriculum includes gathering oral history from relatives, friends and residents at local elderly care centres, a visit to St Albans Verulamium Museum, an immersive Stone Age experience at Celtic Harmony and interviewing holocaust survivors and people who came to the UK in the Kindertransport.

## History Curriculum Overview

Year group	Topics/areas of study		
Reception Garinim	Children's own personal history, growth and change	National and international achievements (space)	Historical events, people and places
Year 1 Shorashim	Family history and heritage	Homes throughout History	Local history
Year 2 Shtillim	London (The Great Fire)	London Transport	The local area – Muswell Hill over time.
Year 3 Anafim	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire	The coast throughout history – peoples' changing relationships with the sea.
Year 4 Nitzanim	Ancient Egypt	Another aspect of African history - recent history of South Africa (Journey to Jo'Burg).	
Year 5 Prachim	Ancient Greece (Classical Athens and Sparta). Jewish societies of the Greek world (Hellenistic) –at Chanukah.	Medieval Spain, the historical Sephardi experience and the Alhambra Decree -at Pesach.	Space Exploration (Team Moon)

Year 6	Biographies – People who have worked for justice. British democracy and the political system.	WW2 – the Home Front and Kindertransport.	The land of Israel pre-1948 (First aliyot)