

## Our History Provision

### Intent

By the end of Year 6 at Plympton St. Maurice, we want children to understand what it means to be a historian. Our curriculum offers a coherent view of British history from ancient times to the present, as well as a strong grasp of world history. It inspires critical thinking and curiosity while equipping children with the knowledge and skills to work like historians, igniting their love for learning about the past. We explore key concepts such as continuity, change, cause, consequence, similarity, and significance through diverse narratives, important events, and influential figures in local and global contexts. This foundation helps children make connections, analyse trends, ask meaningful questions, and create structured narratives. We emphasize historical enquiry, teaching children to use evidence critically, understand different interpretations of the past, and develop informed perspectives. Key aspects of our curriculum include:

- **Chronological Understanding:** Children learn about key historical events and periods across local, national, and global contexts to connect the past and present.
- **Critical Thinking:** We encourage children to analyse historical sources, distinguish between fact and opinion, and appreciate diverse perspectives, fostering skills essential for informed citizenship.
- **Cultural Appreciation:** We promote exploration of various cultures and their contributions, helping children understand the complexities of cultural heritage.
- **Engaging Teaching Methods:** Through hands-on activities, storytelling, role-play, and multimedia resources, we actively engage children in learning and foster a lifelong interest in history.
- **Personal Connections:** We help children relate historical events and figures to their own lives, encouraging exploration of their personal histories and understanding their backgrounds' significance.
- **Essential Skills Development:** We equip children with research, interpretation, and presentation skills to prepare them for further study and active societal participation.

At Plympton St. Maurice Primary School, we view history as a vibrant tapestry of human experiences, not just a series of dates and events. Our inclusive curriculum reflects the diverse narratives that shape our world. By fostering curiosity and respect for the past, we aim to empower our children to become empathetic, knowledgeable, and responsible members of society. It allows us to nurture curiosity while being aspirational with content.

## Implementation

Our curriculum is thoughtfully sequenced to foster a comprehensive understanding of history from Early Years through Key Stage 2. In Early Years, we lay a solid foundation by introducing engaging, age-appropriate concepts focused on personal history. Children share family experiences and traditions while exploring basic time concepts through daily routines and seasonal changes. Tools like timelines help them distinguish between past, present, and future. Storytelling sparks curiosity with simplified narratives about historical figures and events, while local history is explored through field trips and community visits. Interactive, play-based activities, role-playing, and artistic expressions enhance empathy and understanding, while basic historical vocabulary aids children in articulating their grasp of time. As children transition to Key Stage, the curriculum shifts to local history, deepening their understanding of periods, people, and places, and fostering a personal connection to the past. In Key Stage 2, we implement the knowledge-rich Opening Worlds program, which provides coherent links between lessons to enhance retention and empower children to tackle complex subjects. This approach emphasises structured enquiry, encouraging children to ask valid historical questions and analyse history critically. By connecting events to their underlying causes, we deepen their insights and promote the recognition of patterns across different time periods.

To enhance engagement, we employ various teaching strategies, including enquiry-based learning framed around key questions that encourage independent thinking. Chronological understanding is reinforced through timelines, stories, and visual aids, while active learning techniques such as role-playing and debates foster empathy and understanding of diverse perspectives. Cross-curricular links integrate history with English, geography, and the arts, reinforcing learning across subjects. Children also engage with primary sources to develop critical thinking and enquiry skills.

Our teaching strategies systematically enhance engagement and comprehension. Pre-teaching key vocabulary is essential; we utilise fast-paced questioning, clear pronunciation, and choral responses to reinforce understanding. Engaging storytelling captures children's attention and fosters connections to the material. Retrieval practices promote active participation and ensure fluency in vocabulary and concepts without overwhelming working memory. Differentiating core knowledge from supporting details helps children grasp essential facts within a broader context.

Teachers present subject matter clearly through structured lessons with specific learning objectives, breaking down complex concepts into manageable steps. Interactive presentations using multimedia tools enhance accessibility, while targeted questioning stimulates discussion and encourages exploration of different viewpoints. Discussion-based learning through small group work and debates allows children to articulate their ideas collaboratively. Throughout these interactions, teachers guide historical thinking with probing questions that promote effective learning, retention, and critical engagement.

To check understanding, teachers use formative assessment techniques, gauging comprehension through questioning, quizzes, and discussions. Low-stakes assessments provide real-time insights, while targeted feedback refines children's historical understanding and analytical skills. Regular recap activities, such as quizzes on previous topics, ensure knowledge retention, and summative assessments at the end of units allow children to demonstrate their historical knowledge and inquiry skills.

Our curriculum inspires not only the memorisation of facts but also deep thinking, question-asking, and critical engagement with historical content, fostering a lifelong interest in history and building analytical skills that children carry into other areas of learning.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5 (2024/25)	Year 6 (2024/25)
<p><b><u>All About Me</u></b></p> <p><b><u>Festivals</u></b></p> <p><b><u>Traditional Tales</u></b></p> <p><b><u>Space</u></b></p> <p><b><u>Toys</u></b></p> <p><b><u>Festivals</u></b></p> <p><b><u>Pirates</u></b></p> <p><b><u>Around the World</u></b></p>	<p><b><u>Local History</u></b></p> <p>Is there any difference between schools today and schools in the time of your parents and grandparents?</p> <p><b><u>Brunel</u></b></p> <p>Why do we remember Isambard Kingdom Brunel?</p> <p><b><u>First Flights</u></b></p> <p>How have flights changed the world?</p>	<p><b><u>The Great Fire of London</u></b></p> <p>What was the causes and consequences of the Great Fire of London?</p> <p><b><u>Local History</u></b></p> <p>How did 17<sup>th</sup> century life in both Plymouths compare?</p> <p><b><u>Early Humans</u></b></p> <p>How do we know about the Stone Age?</p>	<p><b><u>Ancient Egypt</u></b></p> <p>In what ways did ancient Egypt change?</p> <p><b><u>Cradles of Civilisation</u></b></p> <p>How similar and how different were Ancient Egypt &amp; Ancient Sumer?</p> <p><b><u>Indus Valley Civilisation</u></b></p> <p>How do we know about the Indus Valley civilisation?</p> <p><b><u>Persia &amp; Greece</u></b></p> <p>What did Greek city-states have in common?</p> <p><b><u>Ancient Greece</u></b></p> <p>What can historians learn from the sources from Ancient Greece?</p> <p><b><u>Alexander the Great</u></b></p> <p>How much did Alexander the Great conquer so much land?</p>		<p><b><u>The Roman Republic</u></b></p> <p>How much power did the senate have in the Roman Republic?</p> <p><b><u>The Roman Empire</u></b></p> <p>What can sources reveal about Roman ways of life?</p> <p><b><u>Roman Britain</u></b></p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p> <p><b><u>Christianity in three empires</u></b></p> <p>What made each early Christian state special?</p> <p><b><u>Islamic Civilisations: Arabia &amp; early Islam</u></b></p> <p>What kind of change did Muhammad bring about in Arabia?</p> <p><b><u>Islamic Civilisations: Muslim Cordoba</u></b></p> <p>How did worlds come together in Muslim Cordoba?</p>	

### Impact

At Plympton St. Maurice Primary School, our history curriculum equips children with a comprehensive understanding of both British and world history, fostering critical thinking and enquiry skills from Early Years through Key Stage 2. By engaging in age-appropriate activities, children develop essential historical vocabulary and concepts that enable them to articulate their understanding and make connections between the past and present. Children leave our school adept at applying their knowledge to analyse historical narratives, recognise patterns, and formulate informed perspectives. They engage critically with diverse sources and learn to differentiate between fact and opinion, which prepares them for thoughtful discussions and debates. Through enquiry-based learning and interactive experiences, children not only retain information but also develop a genuine curiosity about history that extends beyond the classroom.

As a result, children leave our school well-prepared for the next stage of their education. They possess the skills necessary for further academic study, including research, interpretation, and presentation abilities. Additionally, their solid foundation in historical enquiry ensures they are ready to engage thoughtfully with complex subjects in secondary education, fostering responsible and informed citizenship in their future endeavours.