



**The Intent of  
our History  
Curriculum is**

To help pupils gain a **coherent knowledge** and **understanding** of Britain's past and that of the wider world.

We want our children to become **historians!**

At Red Hall Primary school our **aim** is to **inspire** pupils' **curiosity** and make learning **creative** so they want to know more and ask **questions** about the past. History lessons at our school will encourage children to **think critically**, gather and **understand** evidence and discover more about the **complexity** of people's lives in our past and how times have changed.

We are **sure your** feelings about this topic are the way they are because of the way it **was taught** to you as a child. If your lessons were fun, **active** and **centred** around **your** interests we are sure you would **love** History and all of its **fascinating** facts. Unfortunately, if your lessons were dull and boring, we imagine you **HATE** history! This is why we aim to **follow the interests** of all **children** and get them to **discover** a **love** for this amazing subject. At **times**, subjects such as English, Maths and an **understanding** of what is going on now, can be a struggle, never mind trying to **visualise** things from a different time in **History** and imagine how life would have been for these people! This is why lessons are **active** and a range of resources, **invitations** and **provocations** are used to deepen the children's understanding of the **period** of time we are studying.

Red Hall's History Vision  
Lead - Miss C. Egglestone



	<p>To <b>meet</b> the objectives of the <b>National Curriculum</b>, we have planned out which class has to cover <b>certain</b> time periods in history. Our lessons <b>focus</b> on <b>developing historical skills</b> and <b>real life</b> experiences, links to <i>Geography</i> and other subject areas are also explored to <b>deepen children's knowledge</b>.</p>
<p><b>The experiences your child will receive are</b></p>	<p>In our classes we have 'floorbooks' and 'hook books', these are <b>led</b> by the children and follow the <b>possible lines of development they</b> want to follow. When a teacher begins a topic they use a 'hook' to spark children's <b>imagination</b>s and wherever possible we use the <b>children's ideas</b> to plan what will be covered in History and <i>Geography</i>. As historians, children <b>must</b> receive as many <b>experiences</b> as possible to <b>make sense</b> of the world around them. We use many 'provocations' and 'invitations' into learning as possible in hope to <b>engage</b> as many children as possible. These <b>gems</b> of learning could be videos, educational trips to <b>amazing</b> places, photographs, books, <b>role-play</b>, letters and so much more.</p> <p>Our children <b>are</b> provided with '<b>memorable experiences</b>' which the school will <b>mainly</b> fund to give children as many opportunities as possible. These link to the way we structure our topic approach to teaching:</p> <ol style="list-style-type: none"><li>1. In our topic sessions we have a <b>powerful</b> 'engage stage' which <b>captures</b> children's <b>imagination</b> and learning is centred around the <b>wonders</b> of each child.</li><li>2. Next we have the '<b>develop stage</b>', during this time children will <b>improve</b> their knowledge and understanding of the <b>topic</b>. They develop and practice their new <b>skills</b>.</li><li>3. We also have '<b>innovate stage</b>' which helps to steer the children in new directions, re-engage them in a topic or just to spark a new interest.</li><li>4. Finally, at the end of each topic, there is an '<b>express stage</b>'. This is possibly the most <b>exciting</b> part as all the children have a chance to <b>express</b> what they have learned to <b>parents, carers</b> and the <b>wider community</b>.</li></ol>

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By the end of their time at Red Hall, we hope our children have

A **passion** for History and a **determination** to carry on discovering about the wider world and its past. By the end of their time at Red Hall, we would like children to see **themselves** as **Historians** and to have developed a love for the subject which continues into secondary school. It is our aim that every child has made good progress within History and is proud of their effort all the **achievements** they have made. We hope children are **enthusiastic** about learning and **remember** all of the learning they have completed. We hope the children have developed into **independent** and confident **doers** and **thinkers**.

*Dream Believe Achieve*

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Links to previous knowledge	Autumn	Spring	Summer
<p>Children have been developing their understanding and knowledge of the world in early years. They learn about the world and the people and communities within it.</p>	<p>Children will be developing the confidence to ask and answer questions to do with the topic they are covering.</p> <p>Children will be developing an understanding of the history of their local area, including events, people and places.</p>	<p>Children will be learning about the past, using language which relates to the passing of time.</p> <p>Children will now understand some of the history of my local area, including events, people and places and will talk about it.</p>	<p>Children will be learning to name and talk about significant individuals who have contributed to national achievements.</p> <p>Children will be learning about the changes within their living memory and will be able to discuss them.</p>

**Year 1**

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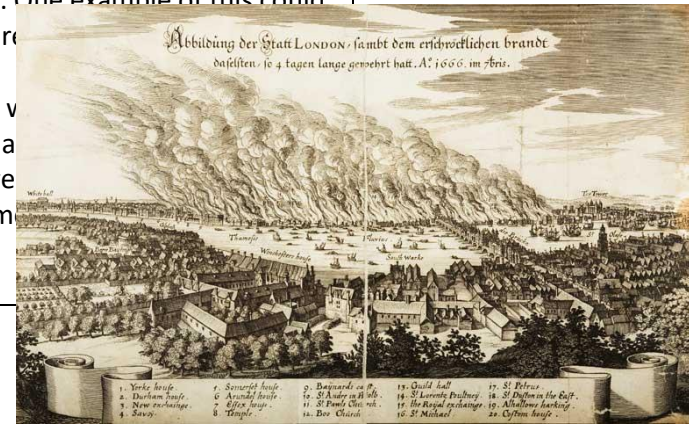
Year 2

# Red Hall's History Vision

## Lead - Miss C. Egglestone



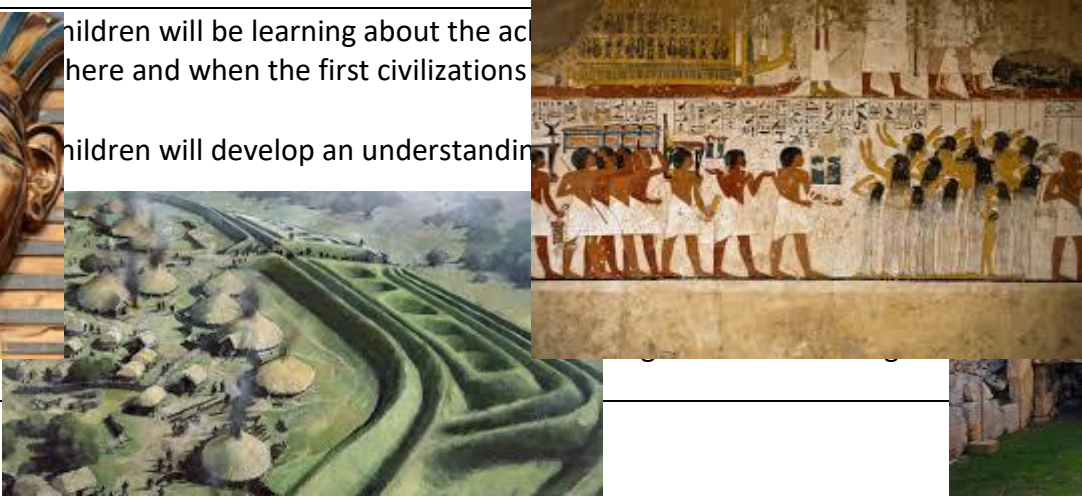

Links to previous knowledge	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Reflecting on learning of the summer term last year.</li> <li>Children will be building on</li> </ul>	<p>Children will be reflecting on previous learning to name and talk about significant individuals who</p> <p><i>Lest We Forget</i></p> <p>t the :mory / talk</p>	<p>Children will be learning about events which are beyond their living memory. One example of this could be the Gr</p> <p>Children v and talk a who have achievem</p>	<p>Children will be learning to compare aspects of life in different periods</p>
<p>Year</p>	<p>3</p>		





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Links to previous knowledge	This year children will be learning...
	<p>Children will be learning about the ac... here and when the first civilizations</p> <p>Children will develop an understanding</p> 
	<p>Children will cover...ient Egypt.</p> <p>to the Iron Age</p> 

Year 4

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Links to previous knowledge	This year children will be learning to...
<p>Children now have a good understanding of Ancient Egypt and how</p>	<ul style="list-style-type: none"> <li>Children will develop an understanding of the Roman Empire and its impact on Britain.</li> </ul>



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**Year 5**



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Links to previous knowledge	This year children will be learning...
<p>Children have been learning about the Romans and the impact they had on Britain. Also they have been looking at the Vikings and Anglo</p>	<ul style="list-style-type: none"> <li>• Children will develop an understanding of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. This will be based around something that inspires and excites the children. Together with the teacher they will discover this insight into history.</li> <li>• Children will understand and be able to explain the changing power of monarchs using case studies</li> <li>• Children will also study a non-European society that provides contrasts with British history</li> </ul>



Red Hall we 'learn to remember'.  
Where this one could lead them?



Topics and

Year 6

# Red Hall's History Vision

## Lead - Miss C. Egglestone



Links to previous knowledge	Autumn	Spring	Summer
Industrial revolution as a time for change in history??	<ul style="list-style-type: none"> <li>Children will be working closely with their teacher to develop an understanding of a significant turning point in British history (WW2 – Battle of Britain, The Blitz). Children will guide the learning a direction which sparks their imagination.</li> <li>Children will also learn to make detailed comments connections, contrasts and trends over</li> </ul>		

