

Subject overview for History at Stafford Leys

Statement of intent: At Stafford Leys, we believe that 'People who don't have knowledge of their past History, origin and culture is like a tree without roots'. Thus, we aim for our children to have a secure understanding of chronology in both world and British history, to be able to understand how history is created and understood by historians and to explore different time periods, people and events through the use of enquiry.

By the end of their Stafford Leys journey, children should understand history as a continuous story/narrative and be able to understand how the story has developed and the significance of the changes it has brought. Throughout Key stages the story will continue to piece together the next part of the story and develop the story for subsequent years. Children need to be able to understand the 'bigger picture' of British and World History.

Our children will understand key substantive knowledge and disciplinary concepts, using vocabulary confidently to discuss their understanding. They will question what they are taught! How do we know? Do we have the full picture? Is there more to the story that we don't know?

What we love about History

- Children have an understanding of how their lives have been shaped today and how events can shape their future.
- Children are able to experience and observe life and experiences on a wider scale (world History).
- Children are able to compare a range of different periods and events and understand how other people can have very different/ similar experiences to their own.
- Children have the opportunity to piece together events to create a story.
- Children have the opportunity to explore and question and develop their curiosity.
- Children think like historians, handling evidence, analysing interpretations and assessing the significance of events, eras and people - understanding that the history we know is what's 'left behind in the sieve'

The big ideas in History

- To gain a coherent chronological knowledge and understanding of History to create a narrative.
- Key concepts and themes developed through Key stages to create a narrative of the past- concepts ensure children are not always being taught a selection of individual facts. They should be developed and built upon.
- Children are able to develop their understanding of change and continuity looking at how events link together and the impact of changes.
- Children are able to understand the role of a Historian supported by key enquiry questions that are developed to build on children's knowledge of the 6 disciplinary concepts of cause and consequence, similarity and difference, change and continuity, handling evidence, historical interpretations and historical significance.
- Substantive vocabulary is used to develop concepts and ensure progression- more than a word list!
- Children have knowledge beyond 'British History' and are aware of the wider world.
- Children can explore a wide range of interpretations/ perspectives and viewpoints and understand how and why they came about.

How our pupils should talk about History

- Children are curious to find out how they will be part of History and how this will look.
- Be able to make inferences based on historical sources and have the confidence to debate and explain their views using key historical vocabulary.
- Be able to confidently discuss how different periods and events are different and similar.
- To be able to discuss and explain significant events, people and changes that have happened and their contemporary effect and their significance to this day.
- To be confident to discuss how a particular period started and how it linked to the end of the previous period, building a 'bigger picture'.
- To have an interest in other perspectives and confidently discuss their perspective in relation to this.

Disciplinary knowledge in history at Stafford Leys

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. Knowledge is taught explicitly as concepts but our children are encouraged to develop their understanding of these concepts across a range of contexts through the use of carefully planned enquiry questions, ensuring that our history segments dig deeper than substantive knowledge. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

- **Change and continuity:** understanding how and why change occurs in history, why and how things stay the same and analysing trends across time. Exploring the pace, nature and extent of change (or lack of) within and between different historical events, periods and figures.
- **Similarity and difference:** between historical periods/ places/ figures. Also, to be used as a counterweight to generalisation.
- **Cause and consequence:** the identification and description of reasons for and results of historical events, situations and changes studied in the past. Analysing the factors that caused a historical change (or lack of), event or figure and the consequence of this (contemporarily and in modern day).
- **Handling evidence:** understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims, as well as exploring historical sources first hand.
- **Historical interpretations:** Investigate different interpretations of history (contemporary to modern day) and why it may have been interpreted so.
- **Historical significance:** analysing the historical significance of people, places and objects. How might significance differ as time passes and to different people.

Key substantive concepts in history at Stafford Leys

community & culture - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, trade)

Invasions and conflict -(conquest, liberation, occupation, military, peace, surrender, treaty, war, allies, raid, defend)

Advancement - (invention, exploration, discovery, migration, navigation, tools, technology)

Power - (hierarchy, country, democracy, empire, equality, government, law, monarchy, royalty, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, rebellion, colonialism)