

# Buckfastleigh Primary School

## History Curriculum Statement

### INTENT

At **Buckfastleigh Primary School** we provide the children with opportunities to gain a coherent knowledge and understanding of Britain's past, including the local area and the wider world. Knowledge will be built on as the children progress through school, through a carefully crafted enquiry curriculum, alongside the knowledge-rich Opening Worlds curriculum, enabling a deeper learning and understanding of history. The children will become curious about events in the past considering significant events and people in living memory and beyond, asking questions and developing perspective and judgements. History will help the children to understand the complexity of people's lives, process change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### IMPLEMENTATION

At **Buckfastleigh Primary School** we have a consistent approach through using clear themes, from Opening Worlds and the National Curriculum, that are built on throughout the years, creating a coherent curriculum that is a progression model. Each theme has an enquiry question or statement that the children will work towards through components of knowledge that allow them to make connections and reach informed conclusions. Children will use a range of curated Opening Worlds resources, alongside supplementary artefacts and sources, and an exploration of key vocabulary, to secure and gain understanding.

They will consider how each lesson, and each unit, is built upon from previous knowledge and its place on a knowledge schema which is developed with the children in lessons and on the communal history display.

Children will have opportunities to experience local history and to ask questions and record in their books. Where appropriate the children will have 'hands on' opportunities through visitors and local visits, as well as experiencing cultural capital through sharing personal knowledge and artefacts important to their families.

Adaptive teaching strategies are used for children with SEND to support them in accessing the curriculum; for example, using Widgeo to make the vocabulary and unit content accessible, use of stem sentences and cloze procedures where appropriate.

In Years 1, 2 and 6, children will alternate between geography and history, per half term. This means, in history, children will learn through three carefully constructed, knowledge-rich enquiry questions across the course of the year.

#### What is Opening Worlds?

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers.



The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

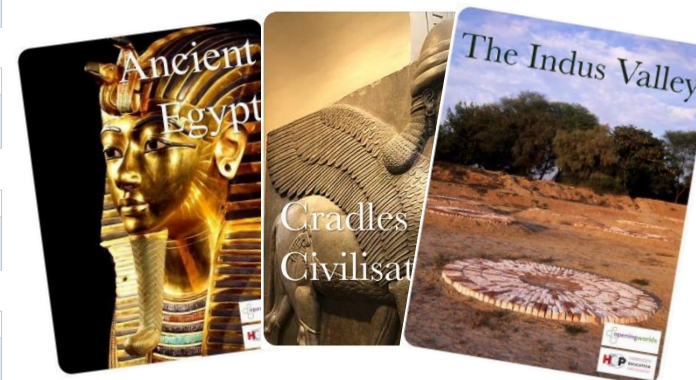
### What does this look like at Buckfastleigh Primary School?

The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and is compatible with our locally agreed syllabi in RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.

As the programme builds on prior learning, Years 3, 4 and 5 will start with the Y3 Curriculum in the 2023-24 Academic year.

#### Opening Worlds Implementation Plan

<b>Academic Year 2023-2024</b>	<b>Y3</b> Year 3 Opening Worlds Curriculum	<b>Y4</b> Year 3 Opening Worlds Curriculum	<b>Y5</b> Year 3 Opening Worlds Curriculum	<b>Y6</b> Buckfastleigh Primary Curriculum
<b>Academic Year 2024-2025</b>	<b>Y3</b> Year 3 Opening Worlds Curriculum	<b>Y4</b> Y4 Opening Worlds Curriculum	<b>Y5</b> Year 4 Opening Worlds Curriculum	<b>Y6</b> Year 4 Opening Worlds Curriculum
<b>Academic Year 2025-2026</b>	<b>Y3</b> Year 3 Opening Worlds Curriculum	<b>Y4</b> Year 4 Opening Worlds Curriculum	<b>Y5</b> Year 5 Opening Worlds Curriculum	<b>Y6</b> Year 5 Opening Worlds Curriculum
<b>Academic Year 2026-2027</b>	<b>Y3</b> Year 3 Opening Worlds Curriculum	<b>Y4</b> Y4 Opening Worlds Curriculum	<b>Y5</b> Year 5 Opening Worlds Curriculum	<b>Y6</b> Year 6 Opening Worlds Curriculum



Pupils will learn:

YF	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Understanding The World</b> From Development matters, children in EYFS will focus on:</p> <ul style="list-style-type: none"> <li>- Commenting on images of familiar situations in the past.</li> <li>- Comparing and contrasting characters from stories, including figures from the past.</li> <li>- Talking about members of their immediate family and their community.</li> <li>- Naming and describing people who are familiar to them.</li> </ul>	<p><b>How has shopping changed over time?</b> As a local history study, children will look at how shopping has changed and developed from the 1950s to now. They will take their learning into Buckfastleigh, looking at how the shops have changed, as well as learning about how buying food in living memory is different to buying food in the modern world.</p> <p><b>Why do we remember Isambard Kingdom Brunel?</b> This sequence begins with looking at the Industrial Revolution, before narrowing the focus to study a historical figure, Isambard Kingdom Brunel. Children will study his influences locally, as well as nationally, and his overall historical significance.</p> <p><b>Which of the world's first flights was the most significant?</b> Children will learn about first flights in different time periods, starting with the very first flight of the Wright Brothers, before moving on to study Bessie Coleman, Amelia Earhart and Neil Armstrong. Children will learn about their significance and make their own judgement on whose flight they feel is the most important.</p>		<p>Children in Year 3, 4 and 5 will be exploring history through the Year 3 Opening Worlds Curriculum (2023-2024):</p> <p><b>Ancient Egypt</b> The sequence begins with the discovery of Tutankhamun's tomb by Howard Carter before moving on to different aspects of ancient Egyptian life, including how people lived, what they believed, what they thought about death and the afterlife, and how they wrote.</p> <p><b>Cradles of Civilisation</b> In this sequence, children will learn about Mesopotamia and the 'Land of Two Rivers', exploring trade, building and writing, before learning about the Epic of Gilgamesh. They will make comparisons between ancient civilizations, understand why the word 'cradles' is used to describe this, and explore the artwork of the era.</p> <p><b>The Indus Valley</b> Children will explore the Indus River Valley with a historical eye, learning about what archaeologists have discovered in this ancient land. Children will study sources uncovered by historians and learn how the people who lived in the Indus Valley lived, traded, built, worshipped and ruled over the land.</p> <p><b>Persia and Greece</b> Children will learn about the Persian Empire, including the ancient city of Babylon, before exploring life in Greek city states, including studying their writing and their beliefs in Gods and Goddesses. As part of their learning on writing, children will learn about the importance of the Iliad.</p> <p><b>Ancient Greece</b> Building on their learning through the previous sequence, children will learn more about ancient Greece. They will explore city states in more detail, including the war between Athens and Sparta. Children will also learn about the significance of the Parthenon, Greek literature,</p>			<p><b>Why was winning the Battle of Britain so important?</b> Children will learn about the key event of the Battle of Britain in 1940 and how this factored into the Second World War. They will explore key figures and nations involved, study the effects of the Blitz on civilians and learn why winning this battle was so significant for Britain.</p> <p><b>How did a pile of dragon bones help solve an ancient Chinese mystery?</b> Children will learn about the Shang Dynasty and the people that lived and worked in ancient China during this time. They will explore the beliefs of the people, the reigns of the kings and aim to answer why historians know so much about some people from the time compared to others.</p> <p><b>The story of the Trojan Horse: historical fact, legend or classical myth?</b> Children will focus on a significant event in Ancient Greece by studying the rise and dominance of city states Athens and Sparta, and the war between Sparta and Troy. They will explore the causes and consequences for this 10-year war and investigate a range of evidence to decide whether the story of the Trojan Horse is fact or fiction.</p>

Homer's Odyssey and the rise of Greek philosophy at the time.  
**Alexander the Great**  
In this sequence, children will continue their historical journey through Persia and Greece by learning about the Macedons, with first a focus on King Philip before moving on to the life of his son, Alexander. They will learn about Alexander's life, his battles and the conquering of Persia. Children will also learn about the significance of the library of Alexandria.

## IMPACT

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

- Building and revisiting a knowledge schema throughout the unit and before and after each lesson, with a focus on key vocabulary.
- Answering retrieval questions to support recall and committing information to their long-term memories.
- Understanding and using prior knowledge, from current or previous year groups', alongside the unit, making connections and thinking about similarities, differences, and connections.
- Confidently debating and discussing choices made.
- Displays and knowledge schema creation.
- Lesson observations and subject leader discussions with pupils.
- Pupil voice opportunities for the children to reflect on their own learning and progression.
- End of unit synoptic tasks.

Showing off our knowledge  
in history...

1. Find the missing word in this sentence:  
The pharaoh wore the double crown to show that Upper and Lower Egypt were \_\_\_\_\_.

a) united      b) enemies  
c) embalmed      d) fertile

2. What word describes a very, very long ancient poem?

a) tablet      b) scribe  
c) epic      d) hieroglyphics

3. Find the missing word in this sentence:  
The ancient Egyptian god Osiris welcomed dead people into \_\_\_\_\_.

a) Gilgamesh      b) Upper Egypt  
c) the afterlife      d) the Rosetta Stone

4. Being iconoclastic means:

a) making art  
b) wandering from place to place  
c) making things out of bronze  
d) writing stories

5. When an archaeologist digs up remains from the past, he or she is:

a) explaining  
b) excavating  
c) hiding  
d) planting vegetables

6. What were the two rivers in ancient Sumer?

a) Tigris and Nile  
b) Nile and Euphrates  
c) Indus and Tigris  
d) Tigris and Euphrates

