

History at Shaw

Children at Shaw are extremely fortunate to live in an area steeped with history, with The Roman Baths and Stonehenge just around the corner.

Children have the opportunity to visit these and other sites of historic importance in order to further their historical knowledge and understanding.

The history curriculum at Shaw aims to inspire pupil's curiosity about the past of the world we live in. Children are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgements. The Shaw history curriculum exposes children to key historical events throughout history from around the world, giving them an understanding of how these key points in time have shaped the world we live in today.



WHY do we teach this subject? (What does it add to the education of each child?)

History is all around us. The expanse of this history is highly evident in our locality, with internationally important sites such as Stonehenge and Avebury on our doorstep. Our proximity to Bristol, Swindon and the Kennet and Avon canal network puts us near the centre of the worldwide origins of mass transport and civil engineering. Several local Country Houses give glimpses into the aristocratic, religious, social and political history of our Country.

Children do not discover the links between these aspects of History by accident. An understanding of chronology, cause and effect is built up over time.

WHAT do we teach?

Our curriculum is structured to start with an understanding of children's own short histories in FS2, moving out to consider aspect of history which may have been experienced by parents, grand parents and great grandparents in Year 1. The study of toys through the ages also introduces children to the Victorian era.

In Year 2, the understanding of Victorian history is extended and used as the basis of studying some important historical figures, particularly Brunel and his local links, Florence Nightingale and Marie Curie. Tim Peake is used as a living example to link to a study of space exploration in the last few decades.

In Yr 3, we begin by making full use of our local resources to explore Romans (introducing some world history) and also look at pre-history through a study of fossils and a residential visit to the Jurassic Coast.

In Year 4, the chronology is extended to include Anglo-Saxons and Vikings (Including a residential visit with this theme.) The theme of explorers is also used and linked to important figures such as Shackleton and Howard Carter (Another a link to World History.)

A theme for Year 5 is a study of the development of canals, linking to local resources. An understanding of some key aspects of British history is developed through a study of the Tudors. A residential visit includes a link back to pre-history with a visit to Avebury and the further development of an understanding of chronology through a visit to the Manor at Avebury. It also includes a walk which introduces the children to the Battle of Roundway Hill and an understanding of the English Civil War. The walk includes a stretch beside the Kennet and Avon Canal where its importance in the development of mass transport is explored.

Year 6 includes a visit to the Steam Museum in Swindon to further develop the theme of transport and technology through more recent history. This trip is also a stimulus for a unit of work on WW2 and the experience of children in this period. The final Year 6 residential includes visits to Lanhydrock House, where Late Victorian and Edwardian life in a Manor house is explored and ends with a visit to Castle Drogo – the last castle built in England, also in the Edwardian period. The theme of Crime and Punishment is used as a tool to develop understanding of some key monarchs and periods in British history.

What is our end point? What should children know and be able to do on leaving Shaw?

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- A secure knowledge of historical concepts and processes linked to these periods.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to support, evaluate and challenge their own and other's views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.