

History at Carcroft

Intent, Implementation and Impact



Intent



At Carcroft School, we teach history to provide every child with a deep understanding of the past including its relevance to the present and future, an appreciation for the significance and impact of historical events both locally and further afield, and the skills to engage critically with historical sources. Through our expeditions, we aim to cultivate curiosity, promote empathy and foster a sense of identity and belonging within our children by supporting them to acquire a broad and balanced knowledge, both within the UK and beyond.

We believe that by studying history, our children will develop a sense of identity, belonging and respect for cultural diversity. Through both our history and wider curriculum, our children are encouraged to learn from the mistakes of the past and make informed decisions that contribute positively to their community: whether that is their crew, our school or the wider society. We aim to equip our pupils with the historical knowledge, skills and understanding necessary to navigate the complexities of our ever-changing world.



Implementation



In the foundation stage, a progressive document 'FS1/FS2 Check points' was created by the XP Trust EYFS teachers to map learning across the year, ensuring skills are progressively taught throughout the EYFS. This is based on the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; past and present' by the end of the academic year.

Children build on these foundations through Key Stages 1 and 2 by engaging with history case studies within their expeditions. Through purposeful and stimulating lessons that accommodate all learning styles and needs, children learn from sources, artefacts, experts and fieldwork as well as a range of practical activities. Our history curriculum is carefully designed to ensure progression and coherence across year groups, building upon children's prior knowledge and skills. It is aligned with the National Curriculum and covers a range of topics, including local history, British history and world history. By the end of year 6, children will have a deeper understanding of how people and events of the past have shaped the world we live in today. They are able to draw comparisons and make connections between different time periods, societies and their own lives. A range of texts, both fiction and non-fiction, are used to promote historical understanding throughout reading and writing sessions and allow children the opportunity to consolidate their historical knowledge and understanding across the curriculum as well as foster their curiosity about history as a subject.

Classrooms have anchor charts, working walls, key vocabulary and snapshots of each lesson's learning. These resources support our children to recall prior learning and help develop their long-term memory. They also enable pupils, including those with SEND, to reflect on their learning journey and consider how their learning builds a bigger picture of history, and support their understanding of the guiding question.

Impact



The impact of our History provision is evident in the achievements and attitudes of our children. Through our intent-driven implementation, children at Carcroft:

- Develop a deep knowledge and understanding of historical events, people, and periods, as shown by their ability to recall and explain historical facts and concepts.
- Exhibit a passion for history, often engaging in independent research and displaying an enthusiasm that extends beyond the classroom.
- Display respect for diverse cultures and traditions, demonstrating an understanding of different historical perspectives and challenging stereotypes.
- Demonstrate transferable skills, such as critical thinking, analytical skills, communication, and empathy, which support their overall academic and personal development.
- Demonstrate a strong sense of chronology, accurately placing historical events, inventions, and figures within the correct timeframes.
- Show confidence in historical enquiry, critically analysing sources, selecting relevant evidence, and forming well-reasoned interpretations.

Through our engaging history curriculum, children at Carcroft leave with a rich understanding of the past, sound historical skills, and a thirst for further exploration. They are equipped to become active, informed, and critical participants in an ever-changing world.



Case Studies

History



Case Studies

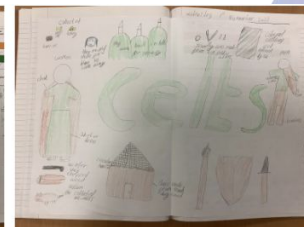
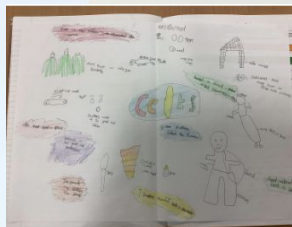
History



During Crew, we learnt what rich and poor Victorian children played with. We then became Victorian children ourselves and created our own Victorian toys: thaumatrope and a spinning top.



1837-1901 Period of great change
A period of time when Queen Victoria ruled Great Britain
Industrial Revolution
Victorians
Inventions: Trains, Photography, Telephone, Lightbulbs, Radio, Bikes
Slavery abolished (1833-1901)
Queen Victoria (1819-1901) aged 18 (1837-1901) ruled Britain
Growth of Empire
1851: daily 2 pence
Only children from wealthy families could attend school
1870: 2000 words a day (writing some: penicillin)
Children lucky enough to get a job suffered child labour



This week, we wrapped up our history case study by learning more about the Celts who occupied Britain before the Romans invaded.

Case Studies

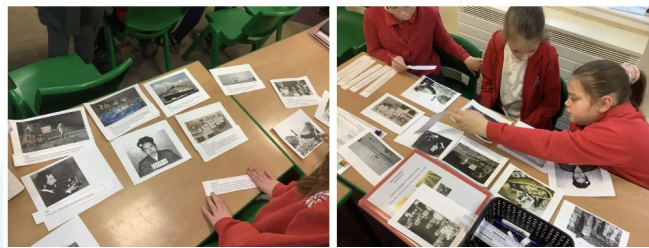
History

Firefighters through the ages 🧑‍🚒

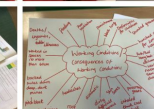
📅 13th September 2023 👤 Lauren Marsh



As part of hook week, we learnt about a game that the Roman's used to play called Knucklebones. We learnt all about the rules and then created our own rules for our own version of the game. Using clay, we carefully modelled our own knucklebone pieces. We are SO excited for them to dry so that we can give our game a go.



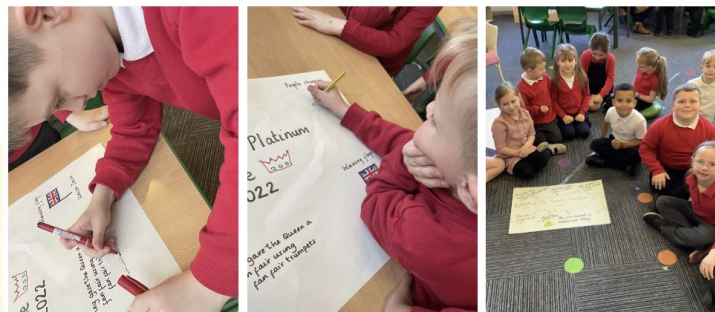
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Case Studies

History

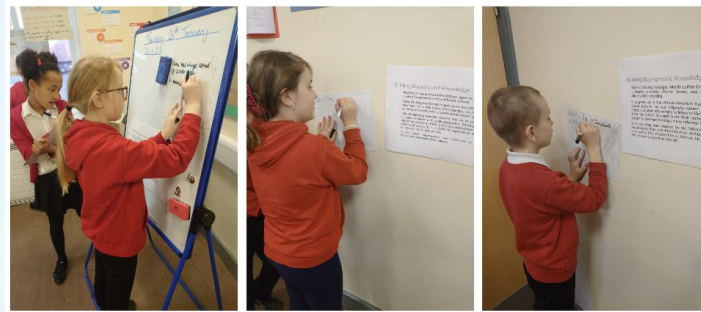
To kick start our King Charles learning we looked at memories of the Queen that have happened over her reign. We looked at the Queen's coronation and the Queen's platinum jubilee. We really enjoyed watching the different memories and learning/understanding what happened in them and why.



Today we finished our History case study by learning about the Suffragettes. We ordered a timeline of important events and had some great discussions. Lovely to see the children asking questions to either clarify something or move their learning forward.



Today, we have been learning more about Martin Luther King who peacefully protested for equal rights for all black people. We learned about how this man's willingness to stand up for what was right made vital changes to laws so black people had equal rights. Some great discussions and mini crew work to start building background knowledge.



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Case Studies

History



We've had a visit from our expert, Geoff, who showed us our school and the surrounding area using his drone...



Then we discovered a time capsule full of objects and photos from the past!



And finally, we experienced what our school would have been like in Victorian times! We learnt all about the rules and what happened if children didn't follow them. It's safe to say that we prefer our school now, not in the past!



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Final products linking to History



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KS1 Castle design



What lies within the castle walls?



Final products linking to History



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KS1 school
prospectus

Where do we belong?



An Expedition by Y1 & 2 pupils at Carcroft School

Final products linking to History



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LKS2 Poetry and
art booklet



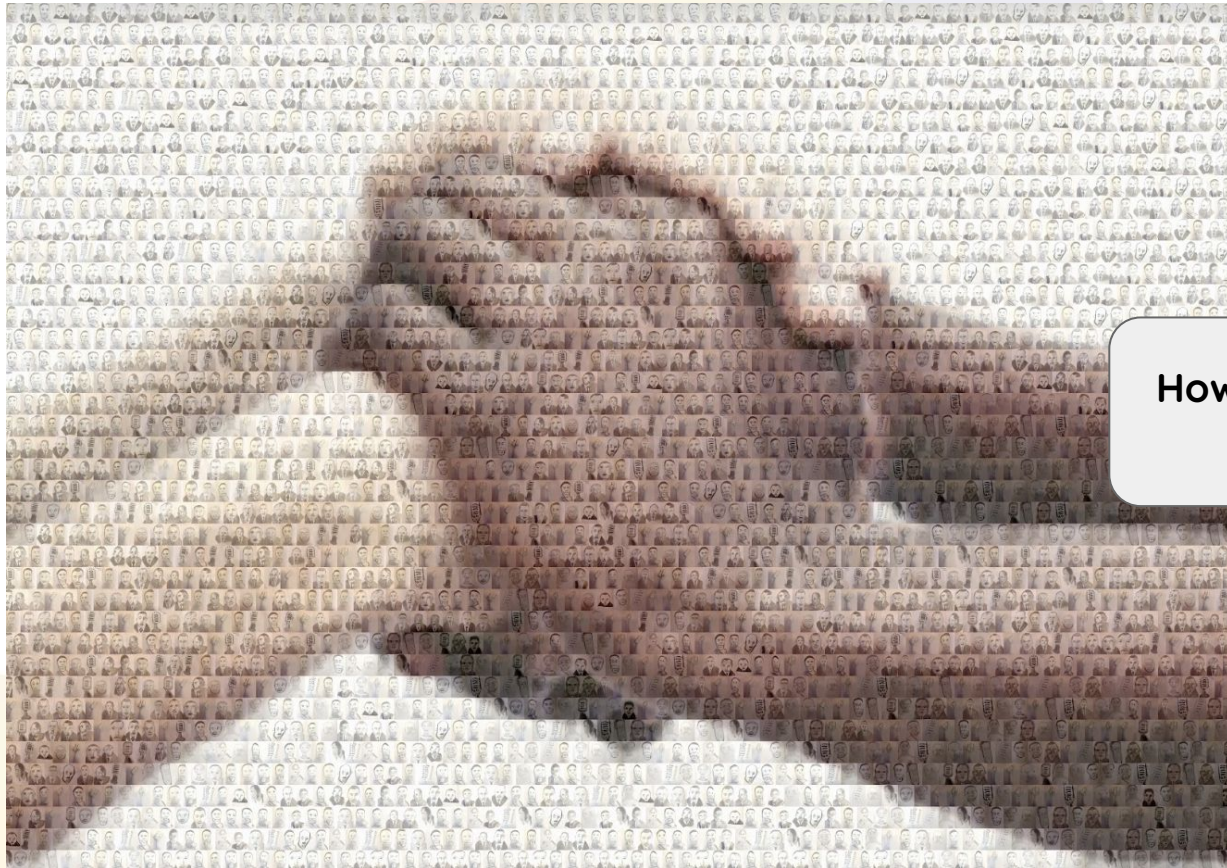
How does war change lives?

Final products linking to History



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UKS2 art mural



How can one moment influence our future?



Final products linking to History



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UKS2 mining video

How has mining shaped our community?



Final products linking to History



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THE MAGIC OF MOTION

HOW HAVE
TRAINS
BEEN ON A
JOURNEY OF CHANGE?

CELEBRATING 170 YEARS...



BY CARCROFT UKS2 PUPILS

UKS2 booklet

How have trains been on a journey of change?

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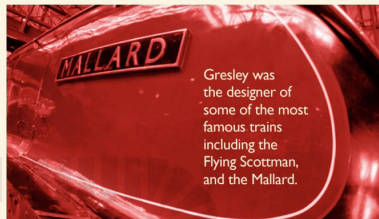
Nigel Gresley



Sir Herbert Nigel Gresley, who is known as one of Britain's most praised and famous engineers, designed steam locomotives. His creations were praised for being elegant, both mechanically and for their sleek appearance. Gresley was the designer of some of the most famous trains including Flying Scottman, Mallard, LNER Class A1 and LNER Class A4-4-6-2.

His magnificent Mallard still holds the record for the fastest steam locomotive at an impressive 126mph.

Have you ever wondered how he thought of the names for his trains? Well, it may surprise you to know that he named the Mallard after he developed an interest in breeding wild birds and ducks. The Mallard is one of the species he bred at his residence.



Gresley was the designer of some of the most famous trains including the Flying Scottman, and the Mallard.

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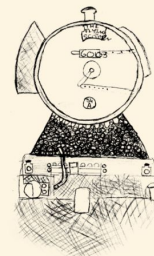
Did you know?

The area outside Doncaster Council and Carr Tarsus have been named Sir Nigel Gresley Square. This is in honour of the fact that some of the most famous locomotives were built at the Doncaster Plant works.



Gresley was born in Scotland (City of Edinburgh) while his mother was visiting a gynaecologist in the area. Despite being born in Scotland, he was raised in Netherseal, Derbyshire before attending school in Sussex and later Marlborough College. This led to Gresley completing an apprenticeship at the Crew Works of London and Northern Western Railway. His career steadily progressed over the years until he became Chief Mechanical Engineer.

As a mark of his achievements, Edinburgh Waverley Railway station unveiled a memorial plaque (2001) that had line drawings of the Flying Scottman and The Mallard locomotives. This was a celebration of his work and a way of celebrating the impact Gresley made upon the world.



His magnificent Mallard still holds the record for the fastest steam locomotive at an impressive 126mph.

1804 Richard Trevithick



1829 George Stephenson - The Rocket

