

## History Curriculum Statement

### Purpose of Study

*A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift argument, and develop perspective judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. National Curriculum, 2014.*

### Curriculum Intent

#### Aims and Objectives for Teaching and Learning in History

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations: the expansion and dissolution of empires: characteristics and features of past non-European societies: achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament', and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, differences and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history: between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At St Mary and All Saints CE School, we want our pupils to be effective historians and curious about the lives of significant individuals. We want our pupils to be able to think critically and be able to apply their learnt knowledge and understanding to explain concepts. We want our children to develop a deeper chronological understanding and a mental timeline of history. This will enable them to consider and interpret sources of evidence more successfully to make judgements and connections between facts, and put history into perspective. We want our pupils to also learn and apply the historical skills of enquiry and communication.

### Implementation

The National Curriculum is used to plan and deliver the teaching of History in a systematic and progressive way. We enable children to make connections, revise and recap previous History units taught. Using pictures, photographs, film clips (primary and secondary), key vocabulary and historical evidence as a starting point, pupils are encouraged to discuss and reason with curiosity what they are

presented with and how this can be interpreted. Having studied historical evidence, pupils are encouraged to react to History and use this knowledge to discuss, present, debate, re-enact and write from different historical perspectives. This embeds and consolidates pupils' understanding of History and its impact on people. In the wider, broad and balanced curriculum, pupils are exposed to a range of stories and poems from different historical periods with the intention of deepening their knowledge of History further.

At St Mary's and All Saints historical learning is made significantly more memorable due to our carefully planned trips, educational visitors and workshops that are purposefully placed within the learning sequence. History is taught either weekly during alternate half terms (alternating with Geography) or as a blocked unit in that half-term and the sequence of learning is carefully mapped to ensure that children have the opportunity to learn the key information. Each unit of learning is planned with the chronology of events placed front and centre. Vocabulary is progressively taught across the school and is often recorded in the children's curriculum books.

### **Impact**

Our History curriculum is a rigorous approach to teaching the subject. Our children develop a sound overview of the past and the ability to analyse it with a critical mind. Our class work shows how our enquiry-based approach gives real purpose and focus to each topic; each lesson planned carefully to address our overall question. Our rigorous curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make links to previously studied topics and make comparisons. Children will be enthused by their History topics, through our cross-curricular approach and enrichment activities which immerses them in the period; creating intrigue and enjoyment. Our assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching are high.