

Our History Curriculum

Intent

Our History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our history curriculum we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.

Our history curriculum will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. It allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Our history curriculum aims to support pupils in building their understanding of chronology, making connections over periods of time and developing a chronologically-secure knowledge of History.

We aim to develop pupils' understanding of how historians study the past and construct accounts and develop the skills to carry out their own historical enquiries.

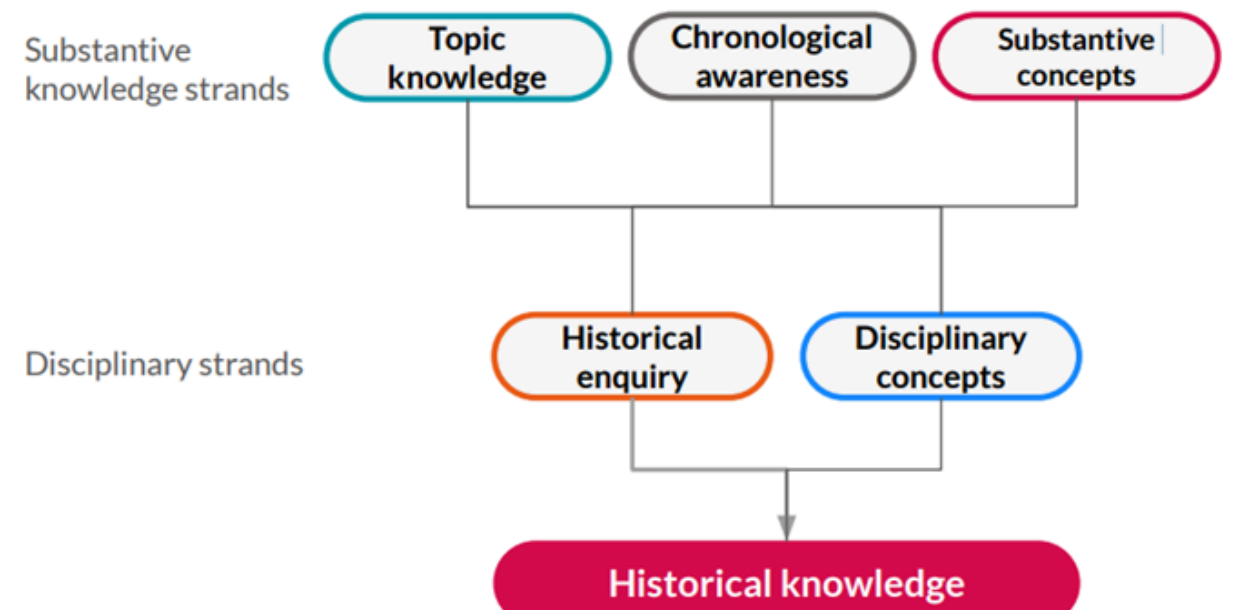
In order to prepare pupils for their future learning in history, our curriculum introduces them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Our history curriculum enables pupils to meet the aims and end of Key stage attainment targets in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the World Development Matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

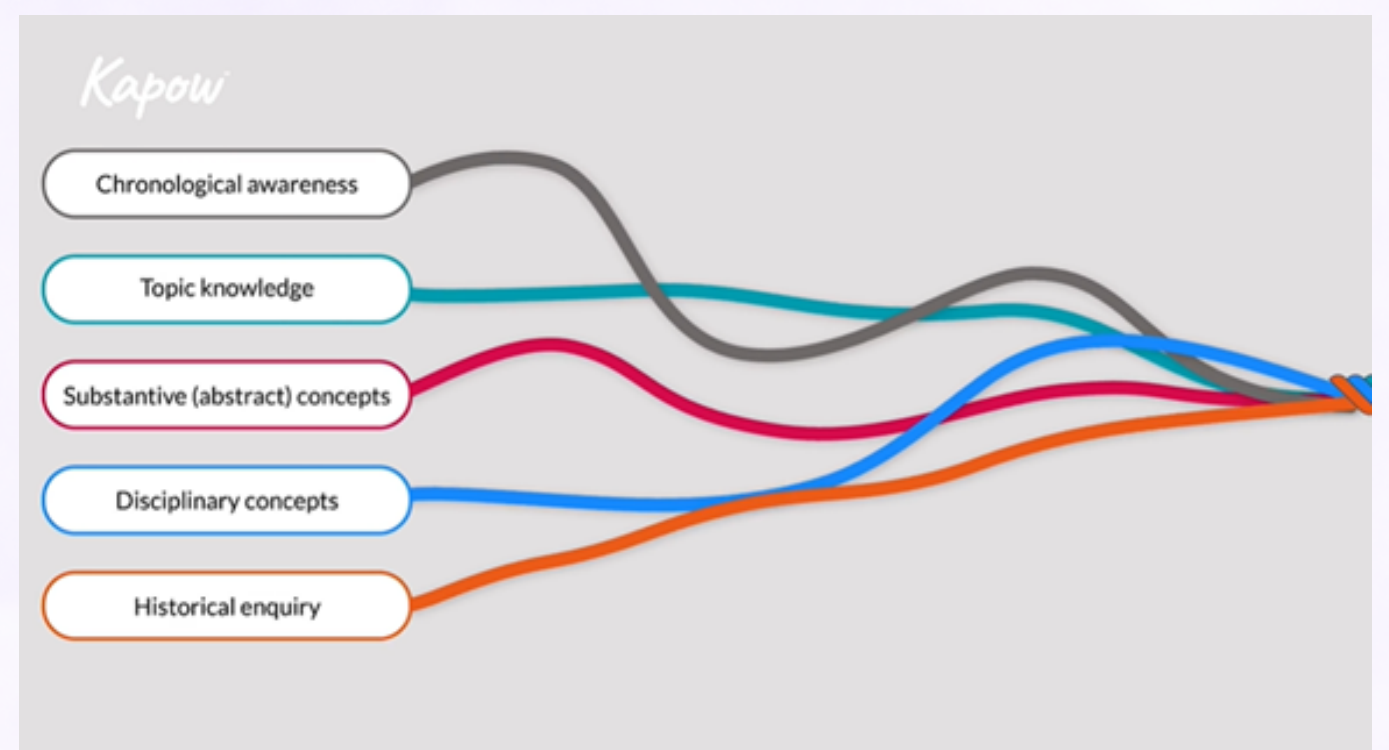
Implementation

Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The supports children in developing this chronological awareness.

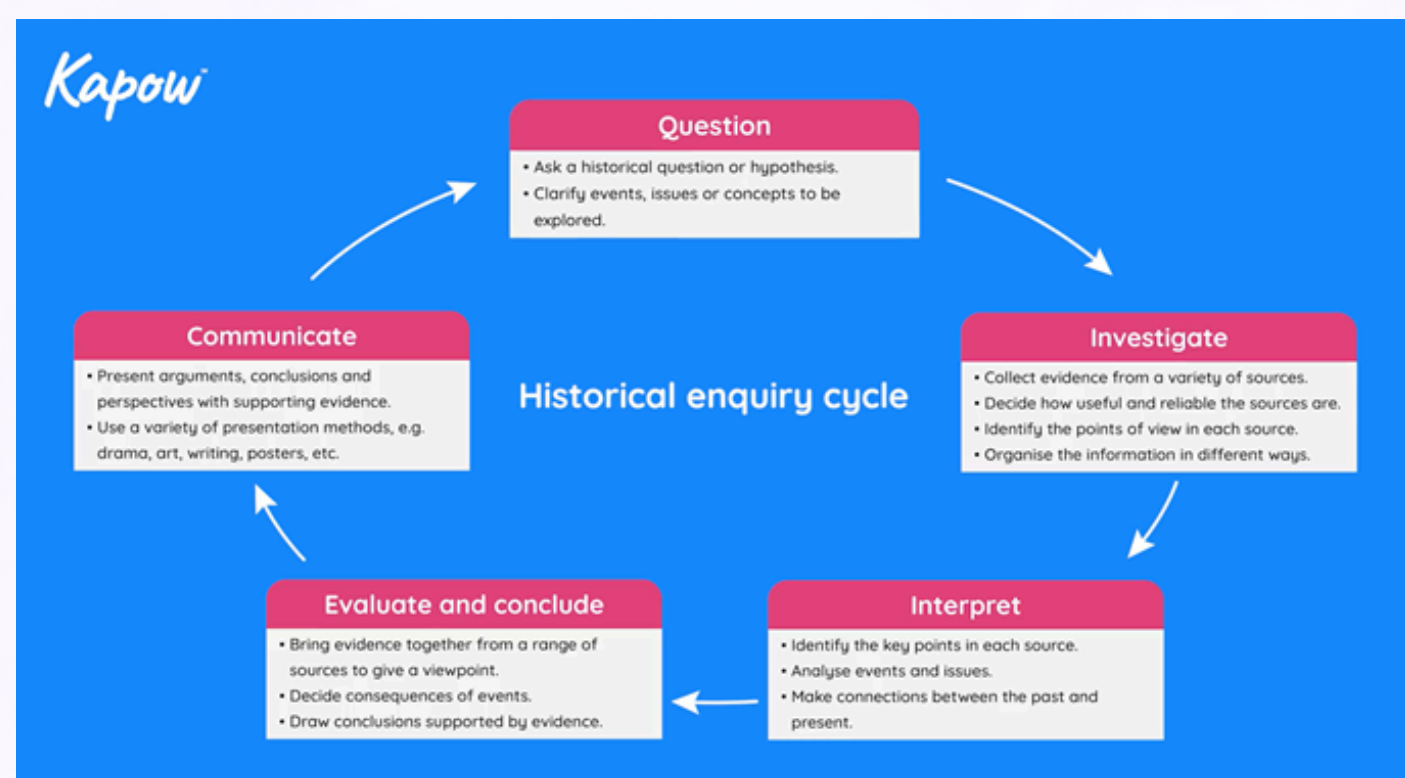
Our history curriculum is underpinned by the following strands:



Our history curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches. These strands are interwoven through all our history units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.



In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle when answering historical questions.



Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2, allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in history.

Substantive concepts

- Beliefs
- Power (monarchy, government and empire)
- Civilisation (social and cultural)
- Trade
- Achievements and follies of mankind
- Invasion settlement and migration

Impact

The impact of our history curriculum is constantly monitored through both formative and summative assessment opportunities. Each unit has a skill catcher and knowledge assessment quiz which forms our summative assessment judgements.

Children leave our schools equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of our history curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

Over the course of the history curriculum children develop their understanding of the following key disciplinary concepts:

Disciplinary Concepts

- change and continuity
- cause and consequence
- similarities and differences
- historical significance
- historical interpretations
- sources of evidence

These concepts will be encountered in different contexts during the study of local, British and world history. Children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the curriculum they will create their own historical enquiries to study using sources and the skills they have developed.

Our history curriculum follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.