



Curriculum Statement for History

Intent

At Stoborough Primary School we aim to provide the children with the skills they need to develop as historians. We aim for children to gain a coherent knowledge and understanding of Britain and the wider world. Through the teaching of History, we aim to inspire pupils' curiosity about the past. Children are encouraged to question, reflect, evaluate, think critically, develop perspective and judgement. These progressive skills not only develop the pupils as historians but gives the children the life skills they require for their future selves. Children will develop their cultural capital, they will understand the diversity of societies and relationships between groups as well as their own identity and the challenges of their time. This will prepare the children for the opportunities, responsibilities and experiences of life in the 21st century.

Aims

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; characteristic 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, difference 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.

Implementation

To ensure high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught in topics (see Knowledge Organisers), focusing on knowledge and skills stated in the National Curriculum that enable the children to

become historians and prepare them for life in the 21st century. Our curriculum aims for pupils to leave school with an understanding of the following key concepts, which we believe underpin the subject of history and are embedded through our History curriculum:

- 1) That Britain has shaped and been shaped by the wider world.**
- 2) That society changes over time (change and continuity/cause and consequence)**
- 3) That history is defined by different periods of time and that they have distinct features (Chronology)**
- 4) That history is open to interpretation**
- 5) That history is shaped by the people in power or the power of the people.**

Through our enquiry based history curriculum children are increasing their knowledge and mastery of understanding of subject contents, skills and concepts. Children have the opportunity through application and analysis of a wide range of historical skills and resources to...

Recognise, identify, observe, select, categorise, classify, sequence, compare and contrast, recall, reason, speculate, summarise, synthesise, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesise.

EYFS

Through the use of specific topics children are provided with planned, playful purposeful and rich learning opportunities to develop their geographical understanding and achieve their Early Learning Goals in Understanding the World. Teachers also develop children's own interests within geography constantly modelling vocabulary so children can confidently communicate effectively.

Key Stage 1 and Key Stage 2

In KS1 and KS2 we use an enquiry based approach. Each topic starts with a big question which is then followed by ancillary questions. Using resources and field work children use progressive skills to come to conclusions about the questions and gain the must have knowledge required. Throughout each unit of work children are able to record their learning in different ways. This may be achieved through a range of ways which include verbal discussion, interpretation of data, written responses, discussing and analysing primary and secondary sources, drawing and labelling pictures. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. The use of knowledge organisers is paramount to the learning. These documents clearly state the must have knowledge and skills in order to achieve the aims of the geography curriculum. The teaching and learning of vocabulary is a golden thread woven into the topics to ensure that children are able to understand, use and apply the necessary terminology related to the topics.

How are all learners supported to make progress?

Quality first teaching:

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lesson plans

- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- Many opportunities to discuss and rehearse orally before writing
- High quality modelling of learning
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge through verbal feedback
- Targeted scaffolding for children who need more support, including: writing frames; word banks with key vocabulary; sound mats; tinted overlays; writing slope
- Key vocabulary on display (used in class and explained) and also on knowledge organisers
- Pre-teaching of vocabulary

Impact:

We use a range of strategies to assess what knowledge and skills the children have attained in History and to ensure they continue to make good progress. These strategies include: formative opportunities for questioning and gaining feedback during lessons, pupil voice, lesson drop ins and book monitoring.