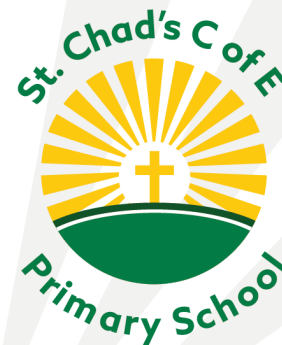


St Chad's C of E Primary School

History Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower





History Curriculum: St Chad's CofE Primary School.

At St. Chad's Primary, a school with an increasing range of diverse backgrounds, we want history to create a culture of curiosity to inspire pupils to learn about the world they live in and gain a deep understanding of how history has shaped our society today. We want our curriculum to be representative of the children that we teach and equip them with the skills and processes necessary to find out more about the recent and distant past which is relevant to them. We are using a 'mirrors and windows' approach to teaching History, whereby pupils will be immersed in a broad and rich curriculum which will provide them with facts, dates and accounts of the past from primary and secondary sources. Pupils will also have the opportunity to practice historical skills, involving chronology, knowledge and understanding of historical events and historical enquiry.. As pupils progress through St Chad's, they will be taught to link historical knowledge with historical processes and explore events with curiosity, build on arguments, weigh evidence and formulate their own ideas.

At St Chad's, we are working to ensure conceptual threads are woven into the curriculum: women throughout history, Britain over time and ancient civilisations. As they are revisited, they build the bigger picture in terms of change over time within society and development of knowledge. We want children to recognise causes and consequences of actions and developments over time. We want all pupils to make sense of new learning chronologically and where it fits into history over time. Creating timelines in all classrooms, will be central to the children's experience in order to understand when historical events occurred; be able to compare significant events and eras and be able to have a bigger sense of understanding of world history, such as learning about the Early Islamic Empire and the first civilisations. These will be an intrinsic part of each topic as they will support children to create links over the arc of development.

Greater Depth:

In order to cater for the children who are working at greater depth we will encourage them to further deepen their substantive knowledge and historical and analytical skills. Strategies used for creating depth of knowledge will include:

- Strategic Questioning- this will require pupils to consider the unit of work on a more profound level and go and allow them to understand a higher order of questioning. In Key Stage One in, this is could take place in a more collaborative way, with other pupils, or an adult facilitating the challenge; with a view to enabling pupils to independently grapple with these deeper challenges as and when necessary.
- Considering Learning Roles - Pupils will be encouraged to argue from an alternative perspective, not necessarily a perspective they agree with. This will allow the child to also develop empathy with different viewpoints and garner an understanding and respect for other viewpoints.
- Build on interests to extend – The children working at greater depth will also be provided with suitable materials and encouraged to increase their knowledge and skills and become experts in their field, through further reading suggested by the teacher, independent research and presenting findings in an analytical and evaluative way.

Key Curriculum Principles

1. The Bigger Picture: Progression of knowledge should be clear

The knowledge that children will learn through each history unit is clear and develops their understanding of key dates, major world events and the effects these had in the cultural and technological advancement of nations. Creating and using timelines will be central to children's experience in understanding chronology and world events; these will also form an intrinsic part of each unit of work.

2. Enrichment: '*Children will be provided with the knowledge of the past through a curriculum which takes them beyond their own experience*' (Young and Muller, 2015)

Pupils will develop the skills and processes necessary to find out more about the recent and distant past of their families, the country they live in and the world they inhabit. Children will be equipped with a broad and rich curriculum which will provide them with facts, dates and accounts of the past from primary and secondary sources.

3. Deliberate Practice: Pupils will be taught to look at and use reliable primary and secondary sources. They will begin to evaluate answers by thinking.

- Have I got all the evidence I need?
- Is it a reliable source?
- Is there any bias to it?

4. Oracy: Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the history curriculum, so that learners can further develop ideas; and articulate them to their peers.

National Curriculum: Purpose of study for History

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 arguments, and develop perspective and 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.

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 and influence 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

Early Years:

When teaching History in Early Years we will be taking a holistic approach in embedding conceptual knowledge and allowing the children to develop their skills and natural curiosity in order to understand the world around them. We understand that each child's physical and cognitive development is a unique journey and therefore historical concepts and skills will be taught discretely through a number of activities and discussions throughout their time in Early Years, thus enhancing the children's understanding of past and present and allowing them to gain the prerequisite knowledge and skills to understand history in KS1 onwards.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.