

## History Curriculum Statement

### Intent

History is an important element in the broad and balanced curriculum we aim to provide at Gorse Covert Primary School. Through our History curriculum we provide opportunities to develop children's knowledge and understanding of Britain's past as well as the wider world with a focus on civilisations and their respective geographical locations.

The aims of History are:

- 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

### **Importance of 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.

## **Implementation**

### **Management of History**

Governors and the Headteacher will ensure:

- all pupils make progress in achieving the learning objectives of the history curriculum
- the subject is well-led and effectively managed and that standards and achievement in history and the quality of the provision are subject to regular and effective self-evaluation
- teachers are aware of history's contribution in developing pupils' understanding of the wider world and its impact on the world today

The Humanities Team will monitor and evaluate history.

At Gorse Covert Primary School, we are historians. Our teaching enables children to think like historians, examine and enquire as historians would.

Children are inspired to extend their knowledge of Britain's past and that of the wider world by exploring an array of artefacts and sources.

Teaching in line with the National Curriculum as well as incorporating cross-curricular topics, children come to understand that History and specific events have influenced many aspects of our culture, beliefs, routines and developments of today.

By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day. Within the History Programme of Study for KS1 and KS2, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified.

### **Key Stage 1:**

Pupils will develop an awareness of the past and use common words and phrases relating to the passing of time. They will 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 will also use a wide vocabulary of everyday historical terms. They will ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events. They will 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 will often introduce pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils are taught:

- 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
- significant historical events, people and places in their own locality

## **Key Stage 2:**

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history and work to establish clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will 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 will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

We use the National Curriculum Programmes of study to guide us on the content and focus of each objective to inform our curriculum. These units are enriched by cross curriculum work when appropriate. At Gorse Covert we are also members of the Historical Association and have access to high quality resources and plans.

## **Impact**

At Gorse Covert we ensure that our children can begin to understand the complexities of people's lives through changes in time. We strive to create a good understanding of the diversities of societies and how the relationships between different groups have also changed throughout history. Through a cross curriculum, and historical topic assemblies' children are given the opportunity to frequently think about their identity and how we can be grateful we can be for the impact significant figures have had on the world we currently live in.

Our history curriculum is high-quality, well-thought-out and is planned to ensure progression. If children remember most of the knowledge and skills taught, they are deemed to be making good or better progress.

Teachers informally assess children's knowledge at the start of lessons and units, through questioning and discussion. This ensures that the teacher is well-aware of the children's starting points.

The impact of our curriculum is evident through a variety of sources, such as project books and displays. However, the most accurate impact will be measured by talking to the children about what they know and can do, at a later date. The humanities team meet with children termly for this purpose, to see what they can remember from the previous term and before. These findings are then fed back to teachers to inform future planning so they can consolidate 'forgotten' learning if necessary.

To help measure this progress, we also assess against 'Milestones', used by hundreds of schools nationally to paint a reliable picture of attainment against national expectations. These also help teachers at the planning stage when they are ensuring expectations are progressively pitched.