History Curriculum Statement

Amended

June 2019	**September 2022**	**June 2025**
September 2019	**September 2023**	
April 2021	**September 2024**	

Striving for excellence, caring for all

Within a loving and caring Christian environment.

Why we believe History is important

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”

Marcus Garvey

Studying History provides pupils with a context from which to understand themselves and others: developing an ability to value other cultures and creating a sense of identity and an awareness of their role within the wider community. Within the history curriculum, models of good and responsible citizenship are revealed and pupils are also encouraged to learn from the mistakes of others. History inspires curiosity and equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We provide a high-quality history education, aiming to give a foundation for understanding the world past and present. This foundation also contributes to their spiritual development, as they reflect on the human experience and the ethical dimensions of historical events. By understanding history, pupils can flourish to be the best they can be and become agents of change, using their knowledge to foster a more inclusive and empathetic society.

Intent: we aim for our pupils to:

- Be engaged and inspired to find out more about the past in a supportive and collaborative learning environment.
- Develop curisoity about history through developing knowledge and understanding about historical narrative of the British Isles and significant aspects of wider world history.
- Become fluent in using methods of enquiry, analysis, interpretation and problem-solving.
- Learn how to make connections and draw contrasts.
- Understand the historical concepts of continuity and change; cause and consequences; similarity, difference and significance.
- Gain historical perspective by placing their growing knowledge into different contexts.
- Share their historical thoughts and ideas in a clear and coherent manner, using historical terms.

Implementation: how do we do this?

- Pupils are taught about four Big Ideas that run throughout the entirity of our history curriculum for Year 1-Year 6, linking all substantive concepts to these four funadametal ideas of history: interpret and investigate the past, build an overview of world history, understand chrononlogy, communicate histrocially.
- Progression is measured through three milestones, which are matched to each of the Big Ideas.
- Lessons are sequenced so that each one poses a smaller enquiry, allowing children to successfully answer the final overarching question , enabling them to show the culmination of their understanding.
- Retrieval and cumulative quizzes form part of each history unit to support children in retaining knowledge long-term.
- History team review planning to ensure continuity and progression of historical skills and knowledge.
- Planning is supported through resources collated by the history team.
- When possible, emphasis is placed on examining historical artefacts and primary sources.
- Teachers recognise and value the importance of teaching history within a narrative context, referring to periods of time as chapters, with characters and a setting. By doing this we aim to humanise history, fostering empathy and a deeper understanding of the past's complexities and relevance to the present.
- Pupils are encouraged to consider how events in history overlap and interconnect, within the British Isles and across the world, aiding a cohesive understanding of the past.
- Inclusive and exciting learning experiences are delivered, which address the needs of all pupils and include opportunities for pupils to gain greater depth to their understanding.

- The encouragement of discussion, questioning and the sharing of ideas and interpretations adds to both the richness of the teaching and learning environment and the quality of the assessment information gathered.

Impact

- Pupils are making the best possible outcomes and progress.
- Pupils show a positive attitude towards their history learning.
- Pupils show coherence and confidence when discussing, questioning, interpreting and sharing ideas.
- Pupils think and talk like historians.
- Staff feel confident and excited at planning and delivering the history curriculum.
- History team is proactive in supporting planning, learning and teaching.

This is monitored through:

- Book/ planning monitoring.
- Pupil interviews.
- Summative assessments.
- Analysis of data.
- Discussion with year leaders and teachers.

Other relevant documentation:

- Curriculum, teaching and learning policy.
- Curriculum maps for each year group.
- Curriculum model.
- History Big Ideas and milestones.
- History LTP.
- Progression documents.

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.