



History Curriculum Statement

Vision – Every child has the potential to be a knowledgeable historian by achieving together

Why we believe History is important

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 for life long learning.

Intent: by teaching a rounded historical curriculum, we aim for our pupils to:

- be engaged and inspired to find out more about the past in a supportive and collaborative learning environment.
- become fluent in using methods of : enquiry, analysis, evaluation, interpretation and problem-solving.
- learn how to make connections and draw contrasts.
- understand the 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?

- We believe it is important to have high expectation for all pupils, so they are taught in mixed attainment/ class groups where all can be exposed to the knowledge, skills and discussion relevant to their age.
- Children are taught about historical periods of time in a cross curricular / topic based approach, where teachers ensure the progression of historical skills and knowledge.
- Children are challenged in history through expectation of their written work to be a similar standard to their work in English.
- Children are taught through topic work and stand alone units that run throughout the entirety of our history curriculum for Y1-Y6, linking all knowledge categories to the fundamental ideas of history learning: Interpret

and investigate the past, build and overview of world history, understand chronology, communicate historically.

- Retrieval quizzes form part of history to support children in retaining knowledge long-term
- Using research into the work of cognitive load, we understand the importance of children building a solid base of knowledge, which is embedded before they are asked to complete complex tasks.
- History lead reviews planning to ensure continuity and progression of historical skills and knowledge.
- Planning is supported through Cornerstones and resources collated by the history lead.
- Emphasis is placed on examining historical artefacts and primary sources when possible and teachers recognise and value the importance of stories in history teaching and regard this as an important way of stimulating interest in 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.
- Well-structured, relevant and focused classroom activities are provided – involving interaction and dialogue between teacher and pupils and between pupils themselves.
- There is a clear, overarching sequence to the history learning.
- 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.

This is monitored through:

- Book monitoring
- Pupil interviews
- Summative assessments
- Discussion with teachers
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SMSC

SMSC is integral within the history curriculum. Spiritual Education in history is to ensure the lessons are exciting. We aim for the 'awe and wonder' and 'wow' moments occurring when pupils are exposed to a range of historical events from around the world. As they explore and immerse themselves in the exciting events taught in history lessons, children are encouraged to ask questions and use resources to help them answer these questions. We believe that history is an incredibly exciting subject that can really be brought to life with excellent resources, technology and passionate teaching to inspire.

Moral education in history is evident when children are encouraged to critically think about the moral of historic events such as 'were the Romans right to invade Britain?' or 'was punishment in the Tudor times morally correct?' Children can explore, reason and explain their thoughts behind the morals studied.

Social education occurs in history teaching with the use of partner talk and trio based work. Children have to learn to co-operate and work as a team in order to produce a group of outcomes. This could be a presentation or a collaborative piece of work.

Cultural education is vastly covered in history. Children learn about the social, cultural and religious views of the past. They learn what life was like for men, women and children, what type of jobs they would have had, their beliefs and where and how they would have lived.

Diversity

When children finish their time at The Bythams, they will have learnt that:

- Women made up 50+% of people in the past
- Non-white people have long lived in these islands
- Non-white people have not only been victims of white oppression
- There have always been less visible minority groups, such as LGBTQ+ and people with disabilities
- People were more rounded and complex than the labels people in power/ society gave them
- Their diverse past helps to understand the diverse present

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