

# History Curriculum Statement



## Intent

At Yealmlton Primary School we believe that the principal aim of History is to gain a sound understanding of how historical events and significant figures have shaped Britain and the modern world. We believe that it is vital that children understand the continuity, connections, and chronology that links events of the past and that they can critically explore facts and opinions of past events in order to better understand their own place in the future.







In line with the 2014 National Curriculum: History Programme of Study, Yealmlton Primary School 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

Martin Luther King Jr said "We are made by history" and here at Yealmlton Primary School, we explore history in order to create critical thinkers with an appreciation of context, continuity and change. Our teaching enables children to think like historians, and to examine and enquire as historians do. Exploring artefacts and sources children are inspired to extend their knowledge of Britain's past and that of the wider world. Teaching in line with the National Curriculum as well as incorporating cross-curricular topics, children come to understand that events have influenced many aspects of our own and other cultures and beliefs, and shaped developments in the world today. By the end of their primary education, our children will have a chronological understanding of British history from Stone Age to the present day and will use a wide vocabulary of everyday and period-specific historical terms.

Our history curriculum uses key substantive knowledge concepts as threads that run through our curriculum model to ensure that our children develop a deeper understanding of these historical concepts. These are revisited in our 'knowledge rich' units of work as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to retain knowledge and master critical thinking skills. The Yealmlton Primary School History knowledge concepts are defined below:

Key Concepts (Substantive Knowledge)	Events 	People 	Invasion 	Empire 	Civilisation 	Governance 
Definitions	The key happenings surrounding the events and the accomplishments that have been made as a result.	The people who have played an important role within the event or events and changes that have taken place.	An act or instance of invading by an enemy or hostile army. An incursion of an army for conquest or plunder. Occasion when an army or country uses force to enter and take control of another country.	An extensive group of states or countries ruled over by a single monarch or a sovereign state. Where a country absorbs other territories and states and <u>is able to</u> hold and consolidate control over them.	The way of life in particular areas or at a particular <u>period in time</u> .	The way a country is <u>lead</u> by a singular or group of leaders, parliamentary or monarchical.

Through these three knowledge types, we break History down and create meaningful links across the curriculum. This demonstrates a clear progression of skills in Key Stage 1 and Lower and Upper Key Stage 2 which builds on the previous year's learning. In Key stage 1 children should develop an awareness of the past and use common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between the past and the present day. Our children ask and answer questions and choose and use parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In Key Stage 2 children 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. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.

All children are provided with opportunities to experience history first-hand through both visits and visitors, as well as through engaging lessons which bring the past into their classrooms to inspire and motivate them.

Across the school we use knowledge organisers and knowledge connectors (schemas) to organise and store knowledge to create meaningful connections. We are developing our practice across the whole and have introduced concept mapping at the end of a unit for the children to make connections, building on their prior learning to enable them to store new knowledge into their long-term memory.

## Impact

We are history, and at Yealmpton Primary School we are ensuring that our children are prepared to take their place in history with a responsible and considerate understanding of the past. Our children are inspired to be the best that they can be through the regular study of significant individuals who have themselves shaped the world we live in, just as they will. With the increased prevalence of 'fake news' and misinformation, our children will leave our school as critical thinkers; well-armed and well-prepared to engage with the issues of the present, and their future, through a wide knowledge of where society came from and a deepened understanding and appreciation of different interpretations of the past.

