Whimple Primary School

History Curriculum Statement, Knowledge and Skills Progression

Subject Vision: ***"A people without the knowledge of their past history, origin and culture is like a tree without roots." – Marcus Garvey***

Our history curriculum aims to inspire our pupils' curiosity to know more about the past and how it has shaped the present – and will shape the future. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We hope that their knowledge and historical skills will help them make more informed life choices and aspire to be open-minded citizens, making a valuable contribution to society: asking perceptive questions, thinking critically, weighing evidence and developing perspective. Our local area in the Exe Valley has a rich and diverse history and we believe this should drive our curriculum, along with familial stories so that children develop their understanding of the community in which they are rooted and the diversity of their own country, the UK and the wider world.

Statement of Intent:

We seek to create a life-long love of the subject, through teaching our children to consider overarching questions, learning from visitors, trips, and through the use of historical artefacts, sources and interpretations of history. This enables our children to be historians – piecing together evidence – and we see historical enquiry as the vehicle for engaging and enabling them – allowing children opportunities to apply their knowledge and use disciplinary skills. As they continue on their journey of History, we aim to foster a deep understanding of the subject that develops alongside their skills. Our curriculum is designed to provide our children with the subject specific language they need to describe, question and discuss historical events and their impact on the world. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world**.**

Whimple has chosen a knowledge-engaged curriculum. This means following a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver **the 2014 National Curriculum in a purposeful, engaging and creative** way by providing a **broad** curriculum that ensures that there are enough subjects on the timetable and a **balanced** curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution. The school curriculum is broader than the National Curriculum and our intention is to give children a richer and deeper experience that is not limited.

Statement of Implementation:

The curriculum will be based on the National Curriculum Programmes of Study but will be enriched by planned enquiries or focus units, class trips, visitor talks and residentials planned. Good questions are the engine of historical enquiry. The curriculum will build on Early Years practice. Meaningful links across the Primary curriculum will support children in developing their understanding of concepts. Timelines are used to build connections with other curriculum subjects and are regularly referred to as part of learning. A cycle of lessons will be carefully planned for progression and depth. Schools will maximise opportunities to use visual sources and artefacts, including those from the local Heritage Centre and nearby National Trust properties. Planning involves teachers creating engaging lessons that will be assessed for progress in History. Visits,

visitors and residential visits provide rich resources for children to develop a sense of time, place and cultural awareness. Children will take part each year in a purposeful enquiry that involves considering questions and investigating certain aspects of History in depth. Through their learning they will develop a sense of chronology, the ability to discuss and question cause and consequence, an understanding of historical interpretation and be able to use historical enquiry skills. They will be able to communicate their findings in a variety of ways. In topics where History is not the driving subject, related historical skills and knowledge will be regularly revisited by interleaving within the focus area.

Statement of Impact:

Our History curriculum is high quality, well thought out and is planned to demonstrate progression. As they progress through the primary phase, pupils will gain independence when finding out about the past from a range of sources and they will be able to organise and communicate their findings demonstrating a clear understanding of historical concepts and key learning. They will be able to articulate their understanding with a growing confidence and using subject specific vocabulary.

The impact of this will be seen when talking to the children about their interest and attitude towards historical learning and in their confidence to engage, discuss, reason, question and debate. This will demonstrate children's ability to apply generalisations in order to understand the world around them. Evidence of learning will be in their books, classroom displays and heard in discussions. Teachers will use formative assessment methods to identify children's understanding. The children will be given opportunities to present their learning in a variety of ways – such as presentations, role play, and assemblies. By Year 6 substantive knowledge will be in place in order for children to meet with the aims of the National Curriculum.

This Curriculum Statement should be read in conjunction with the school's Curriculum whole school overview of learning for this subject.