

HISTORY CURRICULUM GUIDANCE

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

Marcus Garvey – Jamaican Civil Rights Leader 1887-1940

History Intent

We see history as a vehicle through which children are inspired to learn about the world, their country, other people and themselves. We want children to be curious about the past and value the legacy of former struggles and achievements by diverse and courageous people that will inspire them to be the best that they can be. We intend our children to gain knowledge of Britain's past, that of the wider world and to understand the actions of people in the past and how the past influences the present. We want our children to consider what past societies were like, how they organised their politics and how locality, beliefs and cultures influenced and shaped people's actions. As they do this, we intend our children develop a secure understanding of time passing and chronology.

As historians asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and articulate judgements, children will see the diversity of human experience and understand more about themselves. In history, our children learn to understand the processes of change and understand the complexity of people's lives in the past and present in issues such as democracy and freedom, migration and slavery. We want our children to see history as relevant to themselves through their attitudes, their values and the choices they make in their personal lives.



“Study the Past if you would define the future”

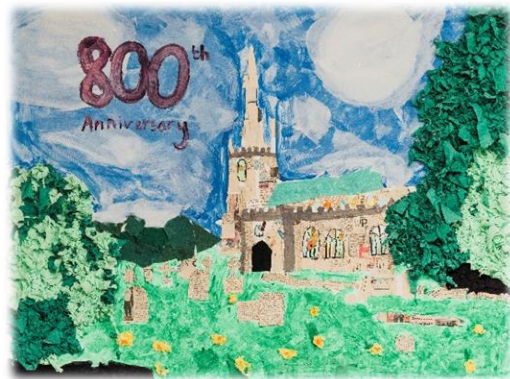
Confucius 6th century BCE Chinese Philosopher

History Implementation

At St. Andrew's, history is taught as a discrete subject throughout the year although, wherever possible, subject links are exploited which often creates more opportunities for depth and rigour in children's understanding. We use the National Curriculum 2014 and planning from the Lighthouse Schools Partnership to form the basis of our history curriculum which is carefully mapped out to ensure a clear progression of knowledge, skills and vocabulary across the primary range. For each unit of learning, the historical knowledge is identified and shared with the children and parents as a 'Knowledge Organiser'.

A variety of teaching and learning styles are used in history:

- Enable children to think as historians through enquiry learning.
- Help children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.
- Place an emphasis on examining historical artefacts and primary sources.
- Give children the opportunity to visit sites of historical significance.
- Encourage visitors and "experts" to come into school to talk about their experiences or expertise of past events.
- Use role play and drama to promote historical understanding and to empathise with the past.
- Recognise and value the importance of stories in history teaching. We regularly use quality children's fiction to stimulate interest and empathy and impart knowledge.
- Make links between different periods of the past studied to enhance a sense of time passing and chronology.
- Use national and international events and anniversaries as they occur to keep history real and relevant.



"History is who we are and why we are the way we are."

David McCullough – author and 21st Century Spokesperson

History Impact

The impact of our teaching in history is recognised through a range of formative assessment strategies. These include observation and questioning during lessons; feedback on children's written work and self and peer assessment. These assessments inform future lessons. The impact is also evident in presentations of learning made to peers, parents or the wider community where the children share their learning.

In a wider sense we see the impact of history as children become more adept at reasoning, asking questions, forming balanced arguments, backing opinion with evidence and empathising with others ... in other words acting as historians.

