

History Curriculum

Curriculum Statement of Intent				
Faith	Core	Knowledge and Skills	Enriching Experiences	Physical, Social & Emotional Health
Our curriculum is underpinned by Christian values. Our children will have a good understanding of the Christian faith and the faiths of others and will feel informed enough to follow their own beliefs.	Our curriculum ensures every child has a strong command of reading, writing and maths, as a vital foundation for their learning across the whole curriculum, preparing them for the wide world.	Our knowledge rich curriculum, based on the National Curriculum, is planned sequentially and for the acquisition and mastery of skills.	Our curriculum provides enriching experiences that will introduce our children to life beyond our village context.	Our school curriculum facilitates the development of the whole child equipping them with the characteristics, skills and qualities they will need to thrive now and in the future.

History Curriculum Statement
<ul style="list-style-type: none"> • Our History curriculum aims to inspire and develop our children's curiosity, independence and confidence to find out about the past and the wider world. • We aim to equip our children with the skills of a historian: thinking critically, asking insightful questions, weighing evidence, sifting arguments and developing perspective and judgement. • We endeavour to build on our children's previous learning of the processes of change, the diversity of societies and the impact individuals and groups have had on current events and their own heritage. • We will provide hands-on, exciting and enriching experiences, both inside and outside of the classroom, to enhance and deepen our children's historical understanding.

Aims of History
<p>To ensure that all pupils:</p> <ul style="list-style-type: none"> • 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.

KNOWING

Historical Lives & Events
Chronology & Context

HISTORY

CREATING

Imagination & Response
Communicating &
Presenting
Formulating Questions

CAUSE

CONSEQUENCE

CHANGE

CHRONOLOGY

CONTINUITY

Researching Sources &
Artefacts

USING

Critiquing Sources
Comparing & Contrasting
Interpreting

ANALYSING

Impact & Opinion

EVALUATING