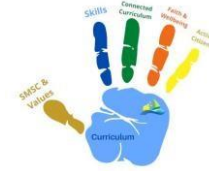




## Why History?



Connected Curriculum

### A message from Mrs Lee, our History lead

History helps us to understand how the past has shaped (and continues to shape) developing a sense of curiosity about how and why change happens and also global, national, and local relationships between people. As historians we are able to follow lines of enquiry and make critical use of evidence to interpret the past and formulate viewpoints. This is something that the History club enjoy, using clues from the past and a range of sources to piece together historical events.

### Design and Do

In history, we encourage children to ask 'big questions' and to think deeply about this history of Britain from the earliest times to today, understanding what has shaped our nation and the influence this has had on the wider world. Children gain an understanding of other significant aspects of wider world history making comparisons using the wider themes of invasion and settlement and leisure. This exposes them to think about the diversity of society, relationships and challenges and apply their knowledge and views to current events and history in the making. Our curriculum ensures that any moments in time are considered with acknowledgement that they will be part of the future chronology of Britain or the wider world. This includes pandemics, Royal Succession, parliamentary changes and conflicts.

They focus on understanding the following concepts (which run progressively through the school): Continuity and change; cause and consequence; similarity, difference and significance

They are able to use these concepts to make connections (economic, political, social, cultural), draw contrasts, analyse trends, ask questions and draw their own conclusions. Children are historians using evidence to understand historical enquiry and look at differing views and arguments.

History is taught as part of the Connected Curriculum, making links to Geography, Science, Art, Design Technology and Outdoor Learning. History is carefully mapped and units are taught sequentially with lessons building on prior knowledge and skills. Progression is mapped across progression rivers for the four history strands: within living memory, beyond living memory, significant individuals and significant places and events.

Our aim for History education is that children gain an increasingly mature and informed historical perspective on their world, by developing the following skills: strong understanding of chronology and historical terms; historical enquiry skills and understanding the importance of historical sources as evidence; knowledge of the characteristics of and developments during different time periods. This includes trips and external visitors that further deepen understanding of the unit with hands on experience and immersion in drama.

Each History unit starts with a hook, engaging their interest and curiosity this continues with lessons starting with questions and allowing children to continue an enquiry based approach to learning, making discoveries over a series of lessons. This includes the development and use of historical terms and subject specific terminology. We believe that an understanding of chronology is essential in the development of a secure knowledge of history. Children learn about history topics through the lens of key historical concepts such as: continuity and change; cause and consequence; similarities and differences and significance.

History allows us to be good communicators, working alongside others to tackle some of history's big questions and consider our part in history past, present and future.

### Difference

As historians, our children are inspired to develop a curiosity and fascination about the world and its people. Lessons equip pupils with the skills to ask perceptive questions, think critically, weigh up evidence and develop a rounded perspective and judgement. Through History we want our pupils to develop knowledge and skills to succeed in a complex world, cultivating a sense of understanding of humanity and the processes that have led us to where we are today.

Across lessons children 'can' show what they know against 'I can statements'. These are introduced at the start of a unit, revisited during the unit and used to review what they know and can do at the end. Quizzes are used within this process to support children to recall and remember. Our children demonstrate historical knowledge and skills at key milestones, for example, in building an overview understanding of the world; at Milestone 1 they describe significant people and individuals. By Milestone 2 they are able to give a broad overview of life in Britain in the past. At the final milestone they are able to compare British history to other parts of the world and look at continuity and change on a global level. Over time, children show that they remember more and remember well with outcomes at the final milestone reflective of advanced and deep knowledge. They are able to make connections and show a secure understanding of the world.

Our children become successful learners. They are active citizens with a secure understanding of history both locally, nationally and internationally, making links to their own heritage. They are confident historians and effective contributors who engage readily in local history and community projects. Our engagement in community projects further enrich our children through visits and trips, visitors in school and practical workshops. As a whole school we learn about key events and historical figures on days such as: Black History Month (October), Remembrance Day (November), and other international, national and local events.

**'Achieving Excellence Together'**