

## **Curriculum Statement for History**

*"History is not a burden on the memory but an illumination of the soul." Lord Acton.*

### **Intent**

The History curriculum at Pensby Primary School aims to fulfil the requirements of the National Curriculum in order to provide an ambitious, broad, balanced and inclusive curriculum that allows our children to develop their knowledge and skills as historians, encouraging a love and curiosity that lays the foundations for future study. It is our intent that high-quality History lessons inspire children to want to know more about the past, acting as historians in gathering an understanding about the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups, including their own.

### **Implementation**

At Pensby Primary School, children investigate and interpret the past, developing their skills of enquiry, analysis and problem-solving. Chronology is central to the organisation of our History curriculum and through this children develop a sense of identity and a cultural understanding of their own historical heritage, whilst also gaining an historical overview of Britain and the wider world. History is taught discretely in both KS1 and KS2 as part of half-termly topics, focusing on the knowledge and skills stated in the National Curriculum but is embedded further in other areas of the curriculum, allowing children to develop their skills across the whole curriculum.

### **REMOTE LEARNING**

In line with our remote learning policy, the skills and knowledge in History is taught through Seesaw and will include a range of pre-recorded videos, model lessons, worksheets and activities.

### **Aims**

Our curriculum aims to be ambitious and to ensure that all children:

- gain knowledge and understanding of and people, events and contexts from a range of historical periods;
- develop an ability to think critically about history and communicate ideas confidently to a range of audiences;
- develop the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- develop the ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- generate a respect for historical evidence and the ability to make critical use of it to support their learning;
- develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- develop a sense of curiosity about the past and how and why people interpret the past in different ways.

### **Impact**

The impact of History at Pensby Primary is to ensure that our children progress to secondary school having acquired an enthusiasm for history and a confidence in their own capabilities. Vital links between periods of history will have been developed so that children see how

knowledge overlaps and interacts over time. The impact of our curriculum will ensure that it builds upon what has been previously taught, ensuring that our children have the best possible chance of retaining more knowledge, seeing history as a coherent narrative as opposed to a series of isolated facts.

### **EYFS**

In EYFS, children learn about History through topics and activities focussing on the development statements for Understanding of the World (Past and Present). Learning activities aim to bring together a number of key learning areas that are linked to objectives in both the Prime and Specific Areas within the statutory framework documentation. In EYFS, children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills.

### **KS1 and KS2**

The long term plan has been adopted to ensure that our knowledge-rich curriculum focuses on the progression in skills and the terminology of historical language. Chronology is central to our long term plan and is developed by linking learning to other History topics taught. Schemes of work are adapted by teachers from a variety of resources and schemes available and lessons are planned to engage and encourage a lifelong love of History.

### **Cross Curricular and Enrichment Opportunities**

The integrity of History is ensured through direct and discrete teaching activities, but cross curricular links are made in terms of cultural understanding, recognising British values and global citizenship. Themed curriculum and celebration days are also planned within the academic year as well as the use of visits and visitors which are organised to deepen children's historical understanding.

### **Integration**

At Pensby Primary School, we are aware that children demonstrate a wide range of abilities and as a result, we seek to provide suitable learning opportunities for all children. Through song, role-play, shared and paired activities, the teaching of History is a highly inclusive subject and, although the principal aim of the teaching is to develop children's knowledge, skills and understanding, there is also an emphasis on enjoyment. We strive to meet the needs of all children and we take all reasonable steps to achieve this, ensuring that History is taught to all children, whatever their ability or individual needs.

### **Progression and Assessment**

#### **EYFS**

Regular observations and assessments are made and recorded using an on-line journal (SeeSaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

#### **KS1 and KS2**

Formative assessments of children's learning are made and assessed through observations and classwork and shared as evidence on SeeSaw. These assessments contribute to a summative judgment at the end of each term against statements found on Balance.