



History rationale

Growing together, guided by love...

Subject Lead: Emma Sidley

Our history curriculum is designed to provide pupils with a deep understanding of Britain’s past events and the wider world, influential figures and the development of societies whilst also fostering our core values of community, compassion and courage. With Oracy at the forefront of our inclusive, accessible and ambitious curriculum, we encourage pupils to articulate their thoughts clearly in history lessons, listen actively and engage in meaningful discussions so they can be empathetic citizens, who contribute positively to communities.

Intent: We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others. This is extremely important for children in our federation by allowing them access to the wider world. Through our History curriculum, we strive to inspire pupils’ curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to question, think critically, analyse evidence, consider different arguments, and develop their own opinions through this process. We endeavour to teach children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implement: These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

- Topic knowledge
- Chronological awareness
- Substantive Concepts
- Historical enquiry
- Disciplinary concepts

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions. Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

We are skills...creative thinkers, self-managers, independent enquirers, reflective learners, team workers and effective participators

Impact:
Children will:

Oracy in history

- Asking relevant questions to find out more.



- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

- Participating in collaborative conversations.
- Listening and responding to ideas.
- Giving well-structured explanations to answer the questions.
- Participating in role plays
- Expressing feelings
- Hypothesising, speculating, imagining and explaining
- Debating
- Creating scripts
- Researching, discussing and presenting
- Discussing their interpretations
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