



# History Curriculum Statement

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

Marcus Garvey

## **Intent – What we are trying to achieve?**

***At Orchard we discover the past in order to shape the future.***

It is our intent that in studying History, pupils will develop a well-rounded knowledge of the past and its events, with the aim of also improving every child’s cultural capital, understanding of the world around them and their own heritage.

We aim to deliver an ambitious, high quality history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

Our teaching of history will help pupils gain a secure knowledge and understanding of Britain’s past and that of the wider world through historical enquiry in the classroom, fieldwork and enrichment activities.

We want children to be curious to know more about the past and to have the skills required to explore their own interests.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

It is important for children to develop a sense of identity through learning about the past we want them to know how history has shaped their own lives.

## **Implementation – How do we translate our vision into practice?**

### **Ambitious – Planning a & Design**

- Taught on a two-year rolling programme to accommodate mixed aged classes, our history curriculum covers all of the relevant National Curriculum (2014) requirements for each key stage.
- We use our Curriculum Progression Documents to match content with teaching as we believe that following one programme does not provide the bespoke teaching and learning experience that we want for our pupils.
- History is planned to foster a life-long love of learning, through a practical, thematic approach to learning where history is one of our ‘key drivers’ for each Learning Adventure.
- Meaningful links with other subjects are made where appropriate to ensure that the history curriculum is a rich base of factual knowledge and vocabulary that helps pupils to make connections within a 3D model.
- The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers make comparisons between historical periods previously taught, developing children’s chronological knowledge and understanding from the Stone Age to present day.
- Our ‘Big Questions’ allow teachers to frame narratives and focus the learning within each Learning Adventure. These overarching, generally open questions, have multi-dimensional answers that require a breadth of knowledge to answer comprehensively.

### **Enjoyable – Enrichment through a thematic approach**

- Enrichment through stimulating and ‘memorable experiences’ such as Inspiration Days, theme days, special outcome events and visits/visitors are built in to each Learning Adventure make learning in history ‘enticing’ and to engage, immerse and hook the children into their learning experience.

### **Relevant - Progression**

- We rigorously drive key knowledge which underpins pupils’ learning in history and enables the progressive use and application of skills in a range of contexts.
- Connections between concepts provide the basis for progression. The curriculum framework across each phase (EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) has been carefully mapped to set out the necessary historical knowledge that will be taught, and how these essential concepts develop cumulatively throughout each unit.
- In light of educational research about cognitive load, horizontal, diagonal and vertical links have been plotted within our curriculum to ensure that pupils revisit key information and concepts in different contexts, subjects and at different ages. These logical connections are planned purposefully and explicitly to build the structure of our curriculum and enable staff to refer back to prior learning on which new layers of knowledge can be successfully laid.

### **Nurturing – Personal Development & Wellbeing**

- SMSC (Spiritual, Moral, Social and Cultural development) as well as Character Education is a ‘golden thread’ that runs throughout the history curriculum.
- For each Learning Adventure, we also introduce our learners to ‘Amazing People’ – influential and diverse trailblazers from history who changed the world through their work in the Arts, Science, Exploration etc.

### **Creative – Teaching & Learning**

- Rosenshine’s Principles of Instruction play a key role in developing knowledge and skills so that children know more and remember more overtime across the history curriculum.
- Where appropriate, we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.
- We recognise that not all learning needs to be captured in the written form and or by every child. Whole class books, video or sound recordings, photographs and conversations are often just as valuable in demonstrating understanding.
- Assessment in History is made throughout the year using learning observations and formative assessments of recorded work.

### **Inclusive – Success for all**

- History lessons are designed to provide our pupils with the scaffolding and adaptations required to access the learning at all levels.
- Teachers ensure that any form of differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs.

### **Impact – What is the impact of our curriculum on the students?**

By the time the children at Orchard leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered. The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.

- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- An understanding of how significant historical events, people and places within their local area have been affected and changed due to events in the past.