



## Curriculum Statement for History

At Mary Tavy and Brentor Primary School, the History curriculum enables our children to gain knowledge and understanding of the past within our own locality, our country and the wider world. They will learn about the complexity of peoples' lives, the diversity of societies and the relationships between different groups of people in the past. Through a detailed study of key knowledge from different historical periods, pupils will also develop historical skills and concepts such as chronological understanding, continuity and change, cause and consequence, similarity and difference.

In conjunction with the National Curriculum, our History curriculum aims to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- enable children to know and understand significant events in British history (including the history of our own locality) and to appreciate how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- know and understand significant periods of historical development in the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies;
- promote knowledge and understanding of the historical reasons for the rich cultural diversity of our locality.
- to help children 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
- teach subject-specific vocabulary which pupils will use accurately in oral and written work.
- to develop in children the skills of historical enquiry; evidence based historical claims, contrasting arguments, investigation, analysis, evaluation and presentation.

### **Curriculum Intent**

At Mary Tavy and Brentor Primary School, we have developed our own scheme of work to deliver the National Curriculum for History throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression of knowledge and vocabulary and links to other curriculum subjects. Historical skills and concepts (such as change, cause and effect etc) are integrated within the curriculum and developed through the key knowledge which the children learn each year. The scheme of work is supported using resources from the National Historical Society.

In EYFS, pupils are taught the knowledge and skills for 'People and Communities' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

In Key Stages 1 and 2, a rolling programme is in place to ensure that the key knowledge from our History topics is taught to all pupils during each Key Stage, taking account of the mixed-age structure of our classes.

## Curriculum Implementation

### EYFS

The EYFS Curriculum for Understanding the World is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors.

### Cross Curricular Links

Cross curricular links have been mapped to promote creativity through subjects such as Music, English, Science, Art and Design and other subjects.

### Enrichment

The History Curriculum is enriched in a variety of ways including:

- visits to local museums, including the new museum in Plymouth.
- workshops from visiting specialists
- visits to historical sites such as various sites on Dartmoor
- themed days linked to the History topic
- Displays and exhibitions for parents/carers

### Progression and Assessment in History EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World: 'People and Communities'.

### KS1

Regular, ongoing observational assessments are. The History topic is revisited at regular intervals through the year to ensure children remember what they have learned. The information from teacher's assessments contributes to an end of year summative assessment.

### KS2

End of unit quiz-style assessments of knowledge are used to identify what pupils know and if there are any gaps in learning. Pupils will revisit the history topic at different times through the year and be re-assessed. Our key aim is for our pupils to know and remember more as they progress through each key stage.

## Impact

The impact of the curriculum will be reviewed (during the year and at the end of the year), through observations and assessments of pupils' learning to identify how much knowledge they have gained and remember over time.

By the time the leave school we want our children to have:

- 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.

