



# CURRICULUM STATEMENT

**HISTORY**



## INTENT

At Park View Community School, History is taught as a driver subject for a full term. We also aim to ensure that it is integrated into other areas of the curriculum and the basic skills are taught throughout the year through cross-curricular work.

To ensure clear progression of skills we use Curriculum Maestro to plan and track history through imaginative learning and knowledge rich projects.

### **Rationale – why do we do what we do?**

- To develop all children’s understanding of their place in the world and a sense of who they are (in terms of historic relevance i.e., knowing about significant events in their life time past and present)
- To promote curiosity and fascination – to become an active learner with a passion for history
- To develop successful historians, informed by the National Curriculum
- To develop a knowledge of chronology in which children can organise their understanding of the past and present.

### **Ambition – what do we want to achieve?**

- To develop skill progression across all key stages and an understanding of the passing of time, with measurable outcomes, based on formative and summative assessment
  - For all children to be immersed in and inspired by history (with transferable skills and a sound progression of knowledge and sequenced understanding of key concepts)
  - For all children to take responsibility and make the best of life choices learning from the past; making memorable learning experiences; helping children to understand their identity personally, locally, nationally and globally
  - For all children to flourish, be their very best and enjoy their learning experiences
- For all children to think critically, question and challenge sources, opinions and information
- To stimulate professional dialogue within staff teams.



## **IMPLEMENTATION**

Teachers plan projects using Curriculum Maestro (see Overall Curriculum Statement) and National Curriculum objectives. A topic curriculum approach has been implemented to ensure coverage and progression in all skills relating to history.

A regular programme of monitoring, evaluation and review and celebration of good practice contribute to the ongoing commitment to improve history teaching. We prioritise enrichment activities and trips in history and see it as an essential aspect of bringing the learning experience to life.

In KS1, the historical skills will focus on the world around our pupils and their living memory before moving to events that go beyond living history. This will ensure a firm foundation for KS2.

In KS2, the history curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year.

The progression of skills is set out in order to build and develop the following:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Connections and historical links
- Interpretations of history
- Historical enquiry

Children are taught the sequence of skills and knowledge that are the components to meeting a learning objective. Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.

Teachers assess formatively and children take part in school 'showcases' and 'book looks' are conducted to reflect on progress and attainment. SMSC and P4C are threaded through the history curriculum to link history to their lives and explore their heritage, culture, diversity, identity and philosophical debates.



## IMPACT

Our high-quality history curriculum will allow the children to:

- Become increasingly critical and analytical within their thinking, making informed judgements based on their knowledge of the past
- Become increasingly aware of how historical events have shaped the world that they currently live in
- Have a further understanding of History on a local, national and global level
- Develop enquiry skills to pursue their own interests within a topic and further questioning
- Experience high-quality visits/visitors to further appreciate the impact of key events or significant people
- Retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning
- Have a better understanding about diversity, culture and their identity.

The impact of the history curriculum will be measured through the following methods:

- 'Book looks' which allow staff to reflect on standards achieved against the planned outcomes
- Feedback with the History Co-ordinator regarding good practice and areas for improvement
- Pupil discussions about their learning (also known as 'pupil voice')
- School show cases so children can demonstrate their knowledge and skills through different mediums (such as poetry, art, technology, song and posters).