



Colwich CE Primary School

History Curriculum Statement



God is love, so we: Learn to Love; Love to Learn; Learn for life

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

Marcus Garvey

Intent

At Colwich history is an essential and valued part of our curriculum. Learning history opens up our children's understanding of past civilisations, beliefs, societies, conflicts, cultures and settlements. This helps to broaden and widen their understanding of the world around them. Through our curriculum we intend to ignite children's curiosity about the past so that they: ask questions and want to know why; seek a deeper understanding of what they have learned and make links between the events of the past and their impact on our lives today. Through their study of local, national and internationally significant events and people and through finding out about how and why the world, our country, culture and local community have developed over time, children will begin to understand how the past has shaped the present. We want them to relate the experiences of others to our school values, in the events, time periods and significant individuals studied.

A Colwich Historian has:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods; and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very 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, formulating 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 judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation

At Colwich we implement a History curriculum that is progressive throughout the school. Following the National Curriculum, we provide the pupils with knowledge about the history of Britain as well as other civilisations across the world as well as a progressive development of historical concepts, knowledge and skills through careful planning over the milestones.

We action this by:

- Ensuring our curriculum includes opportunities to study significant events and time periods which shaped our immediate locality.
- Ensuring our curriculum includes opportunities to study a diverse range of significant individuals and actively provides opportunities to dispel stereotypes and prejudice about the events of the past.
- Providing regular opportunities for pupils to visit historically significant places within the UK and see history brought to life. Exploring new learning through in-depth debate and discussion at every age and stage.
- Designing the curriculum so that key concepts are regularly revisited to ensure depth of understanding.
- Designing specific elements of the curriculum to ensure coherent narrative and chronology is developed over time.
- Regularly revisiting historical timelines to embed a good understanding of chronology.
- Embedding our school values into each unit, giving pupils the opportunity to see the values lived out by those in the past. Within all units, promoting an enquiry approach and giving children access to historical sources and artefacts for them to evaluate, explore, investigate and interpret.
- Providing opportunities for children to consider alternative viewpoints and sources from different perspectives.
- Promoting historical vocabulary and providing children with the topic specific vocabulary necessary to communicate their ideas and opinions successfully to others.
- Providing regular opportunities for pupils to talk about what they have learned and how this links with prior knowledge and understanding within history and across subjects.
- Studying key themes and events in depth rather than skimming the surface of enormous historical time periods

Impact

Our approach to planning and delivering History lessons will enable us to develop outstanding historians that have an excellent knowledge and understanding of: people, events, and contexts from a range of historical periods; and of historical concepts and processes. They will think critically about history, and communicate ideas very confidently as well as thinking reflecting, debating, discussing and evaluating the past, formulating and refining questions and lines of enquiry. They will demonstrate a passion for history and an enthusiastic engagement in learning.

Teachers assess children's knowledge, understanding and skills in History by making observations within lessons and by reviewing written evidence at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent session. Children will self-assess their work alongside the 'steps to success' and using the key historical objectives in their 'History Passports'.