

History Curriculum Statement

Intent

At Callowell, our curriculum is designed around our school community. We use this driver to propel the curriculum offer to ensure the Callowell community are at the centre. We provide our learners with a wide range of experiences and activities to broaden their cultural development beyond their own community and to promote inclusion.

In History, our aims are to ensure all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and has been influenced by the wider world.
- know and understand the significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- 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.

Implementation

History is explored through specific focus areas that provide a range of cross-curricular learning opportunities. Emphasis is placed on investigative learning experiences to help children gain a secure knowledge base and depth in their learning. We ensure that learning is progressive and inclusive with a focus on teaching relevant high-quality vocabulary to improve subject specific oracy.

In the Early Years Foundation Stage (EYFS) children engage with History through the Early Learning Goal (ELG) 'Understanding the World'. Within this Early Learning Goal, children explore aspects of past and present and people, culture and communities, through observations, discussions, stories and comparisons of similarities and differences.

In Key Stage One (KS1) and Key Stage Two (KS2), History skills can be grouped into five categories; historical interpretations, historical investigations, chronological understanding, knowledge and understanding of events, people and changes in the past and presenting, organising and communicating information using subject-specific vocabulary. In KS1 children are taught to master basic skills, while in KS2 children build on their previous learning to broaden and deepen their range of skills and become more independent and resilient learners.

At Callowell, we have a range of established links within our local community that we draw upon to enhance learning. To ensure children are provided with a broad cultural development we also provide them with opportunities to extend their learning beyond our local community. Learning experiences include; trips, workshops, expert visitors, topic days and theme boxes.

We recognise the fact that we have children of differing abilities within all of our classes and so we aim to make all lessons inclusive by matching the challenge of the task to the ability of the child. In History, this is achieved through different forms of differentiation according to the type of task. For example; differentiation by content, process, outcome or support. Pupil Premium children are also supported and challenged through quality first teaching and targeted monitoring.

Impact

By the end of the EYFS, children will demonstrate the expected level within the Early Learning Goal, 'Understanding the World: Past and Present and 'Understanding the World: People, Culture and Communities'. As our school provision runs from pre-school (age 2 years) the Development Matters Guidance will be used to provide further targets broken into the categories, 'Birth to three', '3&4-year olds' and 'Children in Reception' to ensure suitable steps of progression within the EYFS.

By the end of KS1 children are expected to have developed an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms and should ask and answer questions, choosing and using parts of stories

and other sources to show that they understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of KS2 children should have further developed a chronologically secure understanding of British, local and world history, establishing clear narratives within and across the periods of study. They should note connections, contrasts and trends over time and develop an appropriate use of historical terms. Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.

By the end of each key stage children are expected to know, apply and understand the matters, skills and processes studied within the National Curriculum programmes of study. History is monitored with the support of our pupil assessment system (Insight), which tracks the attainment and progress of children throughout their school journey and ensures coverage is being met. Other methods, such as books looks, lesson observations, pupil and parent interviews and staff feedback provide opportunities to assess the impact of History beyond the data.

Children at Callowell are encouraged to develop an appreciation and understanding of the past, including a well-rounded knowledge of the world around them and their own heritage.