History Curriculum Rationale 2022-23

The aims for our history curriculum are to ensure that pupils realise that historians are explorers of the past who investigate past politics, societies, cultures, [languages](https://successatschool.org/advicedetails/371/Why-Study-Languages%3F), health, [art](https://successatschool.org/advicedetails/753/arts-jobs), education, money, conflicts and look at how things have developed over time and connect events to understand how we got where we are today. Our History Curriculum will enable our pupils to: develop a chronological understanding; gain knowledge of and be able to interpret past events; develop skills of historical enquiry; and organise, evaluate and communicate information.

Curriculum Intent

Our curriculum develops skills to sharpen pupils’ critical thinkingabilities (analysis, research, essay writing, [communication](https://successatschool.org/advicedetails/605/How-to-Improve-Your-Communication-Skills-For-Work), [problem solving](https://successatschool.org/advicedetails/600/How-can-problem-solving-help-me-at-work%3F) and argumentation). Through our history curriculum, our pupils will know and understand the history of their immediate locality and the country as a whole as a coherent, chronological narrative, from the earliest times to the present day. We want our pupils to: take a sense of pride in and have a respect for their immediate locality, wider community and nation; understand how people’s lives have shaped this city; understand how Britain has influenced and been influenced by the wider world; know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies; and achievements and follies of mankind. We want our pupils to gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘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; and 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.

Curriculum Implementation

The history curriculum is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject. We introduce our pupils to Historical concepts in the Early Years through the Understanding the World area of learning. The curriculum is sequenced so that pupils build on previous knowledge and learn to distinguish between local, national and global events and concepts. They begin with familial recent history that is within their grasp of understanding and move on to historical events that have impacted the world, to develop their understanding that some events have global effects and consequences. The sequence introduces concepts such as conflicts between groups and abstract concepts such as “progress”, “justice” and “immigration.” Teachers ensure progression through repetition of key skills, knowledge, vocabulary and continuous revisiting of concepts and knowledge to embed key learning and subject knowledge. The specific skills that our history curriculum is aimed at encouraging, and that progress is measured against, are:

* Chronological understanding – the ability to sequence, develop an awareness of dates and eras, describe and compare different periods and identify their significant features and use dates appropriately.
* Knowledge and interpretation skills – giving relevant ideas as supporting evidence and explaining historical concepts.
* Historical enquiry – ultimately to be able to evaluate sources and have an awareness of viewpoints.
* The ability to organise, evaluate and communicate information

The skills referred to above are revisited continuously throughout the sequencing and teaching of the history curriculum. At the start of each topic, teachers place the period of study in context (timeline) to other topics already studied. We encourage an enquiry based curriculum: that promotes interest and curiosity; where children analyse sources and frame their own perceptive questions; where children are pushed to use critical thinking skills and frame arguments for debate (for example the Year 1 Autumn term pupils can argue for or against at the end of the topic).

Curriculum Impact

Formative Assessment is carried out by a combination of “walking the class” during lessons to address misconceptions early, end of topic quizzes, knowledge organisers, (age appropriate) extended writing or any other way of capturing what a child has learnt and can remember from their curriculum. Assessment is undertaken to ascertain subject knowledge, skills, understanding of historical concepts and recall of information to measure whether a pupils is ready to progress, needs support to progress or to identify barriers that are preventing students from making progress. Assessment doesn’t just test a pupil’s substantive knowledge, but gauges their disciplinary knowledge.

Our history curriculum will help our pupils realise that there are many careers that you can pursue today with a further education qualification in history such as:

* [law](https://successatschool.org/careerzonesummary/29/Law);
* [politics](https://successatschool.org/blog/737/How-politics-can-help-your-career);
* [public sector](https://successatschool.org/careerzonesummary/36/Public-Sector-Government);
* business, m[arketing](https://successatschool.org/advicedetails/179/60-Second-Interview:-Digital-Marketing-Apprentice);
* journalism;
* economics;
* t[eaching](https://successatschool.org/careerzonesummary/8/Education-Teaching) and academia;
* i[nsurance](https://successatschool.org/careerzonesummary/24/Insurance-Pensions);
* social research;
* archaeology;
* and curation (museums, galleries, archives and libraries).