

# History Curriculum



## Curriculum Vision and Rationale

The Key Threshold Concepts aim to develop children's understanding of History and to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps pupils to understand the complexity of people's lives and the process of change.

Teachers build on the children's prior knowledge at the start of each topic to ensure lessons are pitched accurately for the children's age and stage to ensure knowledge is built progressively.

## The Key Threshold Concepts for History are:

### Investigate and interpret the past

- This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

### Build an overview of world history

- This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

### Understand chronology

- This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

### Communicate historically

- This concept involves using historical vocabulary and techniques to convey information about the past.

## Intent

The history curriculum at Kingsthorpe Grove Primary School is based on our three drivers 'Communication', 'Aspiration' and 'Respect'. It inspires fascination and curiosity, encouraging pupils to feel connected to the past. It helps pupils to understand the process of change within their local area, country and the wider world and provides opportunity to marvel at the richness and diversity of human culture, reinforcing respect. History teaches children empathy, how to ask questions, weigh evidence and consider validity which supports communication skills. Pupils will establish a coherent sense of chronology and make comparisons across periods studied. They will reflect on the impact that individuals have had on society and their lasting legacy, promoting aspiration in our pupils. Crucially, in learning about the past, they will also learn about themselves and the world in which they live.

We aim for our learners to:

- gain an excellent knowledge and understanding of people and events from a range of historical periods and of historical concepts and processes;
- know and understand the history of Britain and how it has been influenced by the wider world;
- gain a strong knowledge about their Northamptonshire History, particularly in our local area;
- develop a sense of their own identity within our social, political, cultural and economic background;

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- develop the ability to think critically about history and communicate their ideas in styles appropriate to a range of audiences;
- consistently support, evaluate and challenge their own and others' views using appropriate and accurate historical evidence;
- develop the ability to think critically, reflect, debate, discuss, question and evaluate the past;
- make effective links between history and other subjects, developing their schemas and making learning increasingly relevant and connected (taking in new information, connecting it to other things we know, believe, or have experienced).

## Implementation

- History is taught using the threshold concepts, which build progressively to deepen knowledge, understanding and build schemas
- These lessons are personalised and relevant to the needs of the learners.
- Teachers are able to seek advice and guidance from Year Group and Subject Leaders.
- History should be taught within the school's foundation weeks (2 weeks in an academic year).
- History should be mapped in accordance with the National Curriculum requirements, to ensure sufficient breadth of study.

## Impact

- Pupil voice evidences confident learners who are able to talk about what they have learnt in history using subject specific vocabulary.
- To be able to investigate and interpret the past, understand chronology and build an overview of local, British and world history.
- As the curriculum is taught over a full week, the concepts in each topic are visited more regularly in a shorter space of time to aid knowledge being embedded in the long-term memory of our learners.
- As each concept is taught within a breadth of different contexts, and the vocabulary that is used is consistent across the school, it gains meaning and contributes to the development of schemas of knowledge.
- To be able to think critically about the subject and recall their learning over time.
- Pupils are enthusiastic about history and understand how it helps them make sense of the past and the impact it has on future events.
- Pupils' work demonstrates that history is taught at an age appropriate standard across each year group, with opportunities planned in for pupils showing a swift understanding or working at greater depth.
- Work is of high quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence and with an understanding of the interdisciplinary links.

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## EYFS

**Understanding the World** - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, drawings, discussions, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Long Term Curriculum Overview

EYFS	ELG: Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Year 1	Toys and Gunpowder Plot	Kings and Queens
Year 2	Nurses and Remembrance	Explorers and Transport
Year 3	Romans in Britain	Anglo Saxons and Scots
Year 4	Vikings and Anglo Saxons	The Greeks
Year 5	Stone Age to Iron Age	Tudors (the Reformation)
Year 6	The Maya	Ancient Egyptians