

History Curriculum Statement



The Golden Threads that run through our History curriculum are our aim to inspire children's curiosity and sense of wonder about the past and to broaden their cultural capital. We enable children to develop a chronologically secure understanding of the history of the British Isles and the wider world, to develop an understanding of how historians use different sources to construct narratives and to understand how our unique local history 'fits' into the wider national and international picture.

Intent

At Alverton, we aim to provide a high-quality history education that gives pupils a coherent knowledge and understanding of Britain's past as well as that of the wider world. In line with the National Curriculum of 2014, we intend to inspire pupils' curiosity about the past and to help them develop the learner dispositions and skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We intend our pupils to gain an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as of their own identity and the challenges of their time. Finally, we strive to enrich our history provision by making full use of resources within the local area and beyond, enabling children to develop a deep understanding of the unique history of our own locality, the British Isles and the wider world.

Implementation

Our history curriculum has been planned and mapped to ensure children develop a broad, chronological understanding of British history from the Stone Age to 1066 and beyond as well as of the development of civilisation throughout the wider-world. Our provision begins in the EYFS, where historical enquiry is encouraged through children talking about their own lives and experiences and the use of high quality texts to explore key historical themes and concepts. Through Key Stages 1 and 2, children are progressively taught to draw comparisons between different time periods and make connections between British history and the history of the wider world, such as the ancient civilisations of Egypt and Greece.

History at Alverton is taught as a discipline in its own right, but it is also embedded into our cross-curricular topic-based learning as we believe that the strong links between the history curriculum and other areas of learning help to deepen and enrich historical understanding. The rich history of our local area is also fully utilised, with opportunities to use primary sources and learn outside the classroom at local sites embedded in our practice. Working together, teachers identify the key knowledge, concepts, skills and historical sources required to ensure progression across topics and through each phase in the school. This information is communicated in timelines and 'knowledge organisers' produced for each unit.

The school is a member of the History Association and also subscribes to Keystage History. Schemes of work, resources and CPD opportunities are delivered and promoted by the subject leader to ensure high-quality, knowledge-rich, history provision throughout the school.

Supporting Pupils with SEND in History

At Alverton, teaching and learning is structured to support all pupils, including those with SEND, to progressively build on identified core knowledge to know, do and remember more. To achieve this, we adapt our curriculum in every subject to remove barriers to learning for pupils with SEND according to their

individual needs and make subject-specific adaptations as appropriate. Some examples of subject specific adaptations in History can be found on our SEND Provision in History document on the History page of our website.

Impact

Our learning in history is sharply focused on the key knowledge, vocabulary and historical concepts that we want children to understand and a range of strategies are employed to ensure that learning in history is embedded. Equally important, is the progressive development of the children's skills and understanding of the process of historical enquiry, especially their ability to evaluate different historical sources (how we know what we know and how sure we can be?). We believe that by the time they leave Alverton, children should be ready to progress to the Key Stage 3 curriculum with: (i) a chronologically secure understanding of British history and the key events and people that shaped our nation, (ii) an appreciation of the ancient civilisations of the world, (iii) an understanding of how and where our fascinating local history 'fits' into the wider national and international context, and (iv) the disciplinary skills to pursue the subject further in the future.