

History Curriculum

Rationale

At Crompton Primary, our History curriculum has been designed to help pupils gain a clear knowledge of British history and the wider world. We inspire children's curiosity for the past and explore challenging historical concepts and questions. We develop our children's critical thinking skills through enquiry-based learning as children develop their key historical skills before answering a key question about each topic. The curriculum has been designed to build on children's prior knowledge, starting with their own history before moving chronologically through British history and history from around the world.

Subject Intent

At Crompton Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. We place a great emphasis on the historical skills and enquiry throughout all of the key stages. We focus on one key historical question for each topic and then build upon our historical skills and knowledge throughout a topic before answering the key question. These key questions are designed to challenge children and get them to look at different perspectives before coming to their own conclusions using their historical knowledge and skills.

Our progression of knowledge and skills in history starts in the Early Years and ends in Upper Key Stage 2. It progresses through the following areas of skill:

- Chronological understanding
- Range and depth of historical knowledge
- Interpretations of history
- Historical enquiry

Children begin with understanding their own history and history within living memory before delving into British history and other world history. Children build on their knowledge and skills from the previous year group in order to make accurate predictions and understand how one time period has affected another.

When possible, texts in English are linked to historical topics to deepen knowledge.

Implementation

As a school, we aim to create an inquisitive learning environment within classrooms and reinforce an expectation that all children are capable of achieving. The study of history at Crompton allows our pupils to question and discover more about their British heritage, as well as the world around them. This allows them to develop a deeper understanding of

exactly how our history has led us to where we are now. Children are also able to draw on their previous chronological knowledge from previous year groups to consolidate their understanding of Britain's chronology as well as make informed decisions when answering historical enquiries.

We enrich our children's lessons using visits, visitors, collections, artefacts, books and the internet. Children are enthused by visits to places such as Castleshaw and Cromford Mill.

We aim to encourage the children to become successful historians by developing:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- A respect for historical evidence and the ability to make critical use of it to support learning;
- The ability to use historical evidence, from a range of sources, to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A sense of curiosity about the past and how and why people interpret the past in different ways.

Impact

At Crompton Primary, the impact of quality first teaching in History fosters a love and enthusiasm for the subject. Pupil voice provides evidence that pupils are able to talk with confidence and enthusiasm about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that many pupils enjoy the subject and are able to recall their learning over time. Book scrutinies demonstrate that history is taught at an age appropriate standard across each year group with some opportunities planned in for pupils working at greater depth. Work is of a good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. Assessment and book scrutinies ensure pupils can demonstrate knowledge and understanding, use key vocabulary and are covering all skills as set out in the curriculum.

Furthermore, our plan is to ensure:

- Pupils will become increasingly critical and analytical within their thinking, developing some of the skills required in KS3, making informed and balanced judgements based on their knowledge of the past.
- Pupils will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of history on a local level.
- Pupils will develop enquiry skills to pursue their own interests within a topic.
- Where applicable, pupils will have encountered or participated in high-quality visits/visitors to further appreciate the impact of history.
- Pupils will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.