



Whitesheet Primary Academy Curriculum Statement

History



“Children at the heart. Transforming futures at the core.”

“Those who cannot learn from history are doomed to repeat it. Those who do not remember their past are condemned to repeat their mistakes. Those who do not read history are doomed to repeat it. Those who fail to learn from the mistakes of their predecessors are destined to repeat them.” George Santayana

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none">• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.• Provide sufficient funding to ensure that implementation is high quality.	<p>Our teaching sequence will be:</p> <p>In order for our children to gain an increasingly mature and informed historical perspective on their world, our teaching sequences will take the form of the 'sandwich approach' below.</p> <div><div>Historical Enquiry</div><div><div>Knowledge of:</div><ul style="list-style-type: none">• People, events, situations and developments• Chronology and characteristic features• Historical terms</div><div><div>Understanding of:</div><ul style="list-style-type: none">• Evidence• Interpretations• Cause• Change• Similarity / Difference• Significance</div></div> <div>Communication</div>	<p>Pupil Voice will show:</p> <ul style="list-style-type: none">• A developed understanding of the methods and skills of historians at an age appropriate level• A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge.• A progression of understanding, with appropriate vocabulary which supports and extends understanding• Confidence in discussing history, their own work and identifying their own strengths and areas for development

In order to develop **Historical Enquiry** , teachers will:

Always engage pupils in a valid historical enquiry or puzzling key question, through which the learning grows over the sequence of lessons.

Sometimes have objectives which will relate to pupil's devising their own enquiry questions and devising ways of tackling them.

In order to develop **Historical Knowledge**, teachers will:

Always include objectives for building knowledge of **all of the aspects** shown in the knowledge box above.

The 'Now Knowledge' relates to the particular period and issue being studied. Teachers will reinforce knowledge from earlier work as appropriate to strengthen the 'Hereafter Knowledge'.

In order to understanding of **Historical Concepts**, teachers will:

Always include objectives for **developing pupil's understanding of one or two of the concepts** listed in the box above.

Ensure that the selection or focus for the objectives chosen will be reflected in the key question presented to the children.

In order to develop children's **Communication** in History, teachers will:


Always, require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence.

Sometimes, use objectives which relate to helping pupils to communicate clearly.

Support all pupils to use their understanding of the history to help them decide how to organise and present their ideas most effectively.

We will see :

- Big picture overviews: Placing of the History being studied in the chronological context of previous learning, using the class timeline.
- Knowledge organisers to develop the 'Now Knowledge'
- Quizzes to review learning covered in previous lesson/s to strengthen the 'hereafter' knowledge
- Tier 2 and 3 key vocabulary being used by the adults and children
- Evidence of historical enquiry using a variety of sources and / or artefacts
- Evaluations of learning and comparisons with other historical periods studied as appropriate

<p>The curriculum leader will:</p> <p>Design a Curriculum for history that aims to ensure that all pupils will:</p> <p>Build knowledge by;</p> <ul style="list-style-type: none"> Knowing and understanding the history of these islands as a coherent chronological narrative from the earliest times to the present day: how peoples lives have shaped this nation and 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; characteristics features of past non-European societies; achievements and follies of mankind gain and deploy a historically-ground understanding of abstract terms such as empire, invasion, tax and trade. <p>Understand the big ideas and processes through;</p> <ul style="list-style-type: none"> Understanding the historical concepts such as continuity and change, cause and consequence, similarity, difference, significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structures 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. <p>Gain and increasingly mature informed and historical perspective of their world by:</p> <ul style="list-style-type: none"> Placing their growing knowledge into different contexts, understanding the connections between local, regional national and international history; between cultural, economic, military, political religious social history; and between short and long term timescales. <p>• Keep up to date with current history research and subject development through membership of the Historical Association.</p>	<p>Our classrooms will:</p> <ul style="list-style-type: none"> Provide appropriate varied and high quality artefacts and historical sources for each area of historical study Have developed learning walls which identify the main historical enquiry question being studied, have work by key historians and display carefully chosen Tier 3 vocabulary and historical terms, which are regularly updated. Be organised so that pupils can work in small groups, whole class or independently as appropriate to support pupils in their learning Deploy appropriately challenging selections of historical texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. Use history chat mats to encourage discussion, sequences and interpretation around artefacts. <div data-bbox="801 699 1442 925">  </div> <div data-bbox="801 946 1442 1134"> <table> <tr> <td> <ul style="list-style-type: none"> old oldest very old </td><td> <ul style="list-style-type: none"> newer more recent quite old </td><td> <ul style="list-style-type: none"> new newest modern </td></tr> </table> </div>	<ul style="list-style-type: none"> old oldest very old 	<ul style="list-style-type: none"> newer more recent quite old 	<ul style="list-style-type: none"> new newest modern 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> That over time, pupils have studied a wide range of topics from the history of Britain and the wider world Pupils have had enriched opportunities to build up secure knowledge of substantive historical concepts Evidence of valid historical enquiry generated by both the teachers and the children The pupils' knowledge of broad historical developments and periods - their chronological knowledge That knowledge is regularly revisited and assessed and that children are securing historical knowledge as coherent narratives within and across topics A developing understanding of how historians study the past and construct accounts Pupils coherently organise and communicate their historical findings Clear progression of historical knowledge and concepts in line with expectations set out in the progression grids.
<ul style="list-style-type: none"> old oldest very old 	<ul style="list-style-type: none"> newer more recent quite old 	<ul style="list-style-type: none"> new newest modern 			

<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Curious learners who know how to ask and answer 'digging deeper' historical enquiry questions • Engaged because they are challenged by the history curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an historian because they understand how historians study the past and construct accounts. • Encouraged and supported to overcome any barriers to their learning or self-confidence because the history curriculum is made accessible for all learners and feedback is constructive and focuses on gradually developing historical knowledge and concepts 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils' learning in history through Class Dojo and 'Historian of the Term'. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the curriculum implementation and impact in history to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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