



History Primary Curriculum Intent

The aim of our History curriculum is to develop pupils' curiosity, knowledge and understanding about the past. They will acquire deep subject knowledge and a wide historical vocabulary. It will be delivered, in part, through experiential learning with a focus on engaging pupils in an enjoyable, hands-on, practical approach. A key aim of the history curriculum is to develop empathy, enabling our pupils to see history through the eyes of characters of the period and begin to understand the complexity of people's lives and the challenges they faced. Our History curriculum is accessible for all children and adaptations are made to allow pupils to achieve and reach their potential as a Historian.

We begin our History curriculum with younger children by focussing on relatable content, close to the children's own experiences and by incorporating narrative and storytelling, as the young mind learns effectively in this medium. We build and expand our curriculum outward from there. It is rigorously sequenced so that our children's historical knowledge, understanding and skills build over time equipping them with the tools to become lifelong learners. We have selected and designed our units carefully so that our curriculum includes diverse narratives and voices in line with the National Curriculum.

The children will develop the methods of historical enquiry and use different types of evidence/sources (both primary and secondary) to explore the past. They will develop their understanding of key historical concepts such as continuity and change, cause and consequence and similarity and difference (disciplinary knowledge). They will use these concepts to make connections and draw contrasts. Our History curriculum will equip pupils with the essential skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

In our history curriculum, we have thought about key threads that run through the units of learning (substantive knowledge). These are:

- invasion and settlement
- legacy
- empire
- monarchy
- exploration
- technological advancement
- society/cultural change

By carefully mapping these themes across the units and revisiting them in different sequences of learning, we ensure children make links and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; and between short- and long-term timescales.

Alongside historical subject-specific skills, we will nurture crucial overarching key skills which will be applied in other subjects across the curriculum. For example, skills of reasoning and explaining, proving and justifying an opinion with reference to evidence are skills used as much in Reading and Maths as they are in History and Science.

In History, the children will also be developing their character education through the explicit teaching of a range of learning dispositions, including the 6Rs. We aim to deliver our History curriculum via activities which are successful incubators of these essential life skills, such as being self-directed, flexible, open minded and creative.