

Subject Rationale - History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's 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; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured 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
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent

At Landscape we ensure that children are inquisitive and become life-long historians who can ask questions and develop a critical awareness of history, so that they can learn to question and analyse information that is presented to them.

We look closely at how historical sources help us find out about the past, how Britain has changed over the centuries and how significant events and individuals have shaped history over time. Children's knowledge of the world around them will broaden as they learn about the impact that different people and events have had on the world we know today.

Implementation

History is taught during three themes each year. There will be times when History is present as a secondary driver to a theme, as well as additional stand-alone sessions to ensure coverage of National Curriculum History objectives. Themes are cross-curricular and so children's work may be in a variety of books, however the majority of History will be recorded in children's theme books.

Teachers use key concepts and the National Curriculum content to ensure they are delivering sessions that build on children's knowledge and allow for the development of key historical analytical skills.

We use a wide variety of teaching approaches across different history topics. There is a strong emphasis on experiences at Landscore and often the children will learn about history through experiences set up by their teachers. These could be an offsite visit to an area of historical interest, or an on-site activity where the children learn through role-play and immersing themselves into different scenarios, such as with our Ancient Greek and Invaders Days that we have held.

Impact

Outcomes for History learning are planned to allow progression from Early Years to Year 6.

As children progress up the school they will:

- demonstrate greater fluency with historical knowledge by drawing on increasing breadth and depth of content and contexts
- extend from retrieval questions to more abstract and analytical questioning of sources.
- make greater sense of their world by connecting and comparing their own perspectives with people and cultures from history.
- work with more complex information about the world and different civilisations, including the relevance of people's attitudes, values and beliefs and how these have affected history.
- increase the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to historical enquiry
- increase the children's cultural and social awareness of inequalities that have historically affected different groups of people in society and the impact that this can still have today.
- Increase the children's knowledge of diverse historical figures, to inspire and motivate children to see the potential they can have in the future.