



INTENT

The purpose of our history curriculum is...

- To give pupils a coherent overview of world history so they may appreciate and understand that life today is, in part, affected by ideas, people and events from the past
- To inspire curiosity about the past.
- To provide a breadth of historical time periods and people to study so as to give pupils an overview of world history and chronology.
- To use historical evidence to investigate and interpret the past.
- To understand historical concepts (continuity and change, cause and consequence, similarity and difference, significant events & people, chronology, historical terms, historical enquiry & interpretations of history) and to draw connections between them to gain a historical perspective by placing knowledge in different contexts.

IMPLEMENTATION

- Our curriculum driver of diversity will be reflected in our planning and provision, so that our pupils learn about how the history of a diverse range of people and cultures has impacted and influenced our modern lives. We actively seek a range of historical voices from the past ensuring we represent diversity in all its forms.
- In EYFS pupils are encouraged find out about the past through talking to parents, grandparents and friends and also encouraged to develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.
- Historical time periods will be taught in two main ways; through ‘period study’ and ‘historical study’. **Period Study** Pupils study a single period allowing them to gain a deeper insight of Britain’s past and that of the wider world. **Historical study** Pupils take a single aspect (e.g. transport) and study its chronological narrative, and use it to make connections, draw contrasts, analyse trends and gain historical perspective.
- Alongside the knowledge content, we use a planned progression of skills (procedural knowledge) to help children become ‘historians’.
- Access to a wide range of opportunities to support learning include, among others: discussion; expressing opinions; use of historical artefacts; access to primary and secondary sources; use of IT; historical enquiry.
- Before beginning any new unit of work, pupils will reflect on their ‘bank’ of historical knowledge and skills and identify how this will support their new learning. Children will be taught to link any new learning in a chronological framework to the periods they already know.
- As with other subjects, we see the development of reading skills as key to historical understanding. Pupils are exposed to a variety of reading material to support their learning in this subject, such as diaries, written accounts of events, information tests etc.
- Vocabulary is carefully planned to build on what has been taught previously, enabling pupils to understand and use subject specific and transferable vocabulary.
- Where suitable, we take children on field trips (e.g. to Tattershall castle and the ‘We’ll Meet again Museum’ etc) to bring history to life and inspire curiosity.

IMPACT

- The key concepts of *chronology*, *interrogating sources* and *innovation* help us to measure the impact of our curriculum
- CHRONOLOGY** - I am a historian because I understand chronology and when events happened in relation to one another.
- INTERPRETATION** - I am a historian because I use a range of sources and perspectives to understand different aspects of history & their significance.
- INNOVATION** - I am a historian because I investigate changes and innovations in different time periods.
- As a result of high quality teaching and field trips that inspire curiosity, pupils talk enthusiastically about history.
- Monitoring and evaluation of teaching and learning of computing will be carried out through our curriculum review cycle. Once completed it is shared with the whole staff and the governing body.
- Children will leave school with an overview of the chronology of events study and a curiosity about the past and how historical events affect the future.

Osbournby Primary School –HISTORY Curriculum Statement

