



History Curriculum Statement

Autumn 2024

INTENT

History at Buglawton Primary School encourages and inspires our pupils to develop an appreciation and understanding of the past and how this in turn has impacted upon our present. We aim to provide our children with a safe and collaborative learning environment that supports opportunities for all learners to share ideas and reflect upon a variety of Historical interpretations.

We aim to provide a History curriculum that is progressive and supports children's understanding of Historical Threshold Concepts by consistently revisiting and building upon prior knowledge, terminology and vocabulary. We hope to provide our children with various opportunities to explore a range of Historical sources and equip them with the confidence and understanding to question and evaluate the reliability of the information they are exploring.

We have designed our history curriculum with the intent that children are given first-hand opportunities to explore History 'in action' during purposeful visits to historical sites (visiting the Roman walls in Chester), participating in activities from external visitors (Grandparent visit to hotseat about holidays from the past) and by handling real life artifacts from History (Coins).

By the end of our Children's journey through Buglawton Primary School, we hope to improve every child's cultural capital, understanding of the world around them and their own heritage. Our progressive History curriculum is intended to balance children's local Historical knowledge with their sense of place and aims to tackle stereotypes to help children to build a broad and balanced view of the world.

IMPLEMENTATION

Carefully planned topics and historical Threshold Concepts ensure there is a clear progression of historical skills and knowledge across Buglawton Primary School. Our curriculum ensures learners can build upon their previous knowledge and experiences that they can draw upon to make links and interpret information from the past.

At the heart of our history curriculum is an enquiry process, generated by (6) thought-provoking key questions that collaboratively drive our children's learning to answer the overarching enquiry question for the unit of study. The key questions allow the children to weigh evidence, scrutinise arguments, make connections and develop their own judgement within history.

Our clear and comprehensive scheme of work has been created in line with the National curriculum and Early Years Framework and ensures that our children's journey as historical thinkers commences on entry to school. In the EYFS our children, begin to make sense of the world around them by exploring texts written in the past tense, discussing the roles and lives of people around them and developing the skills required to organise events into chronological order using language such as first, next and then. Our Reception children will explore how they have changed over time since they were a baby, how toys have changed from past to present and how ice cream was stored long ago in comparison to how we store ice cream today.

In KS1 children focus on developing Historical skills within living memory before moving to events that go beyond living memory, ensuring a firm foundation for KS2 history. Children are introduced to the skills required to investigate sources, organise physical objects and images chronologically and form personal interpretations of events of the past.

As children venture into KS2 our children continue to build upon the foundation of Historical knowledge gained within the EYFS and KS1. Children are encouraged to confidently discuss, debate, interpret and analyse a range of sources and begin to question their reliability to form a supported judgement of past events, people and places. Children begin to gain an emotive understanding of individuals feelings within history and strong chronological awareness of events and how these have made an impact on society today.

Throughout our whole school history curriculum, children are given regular opportunities to immerse in Local History study that is progressive and personal to Buglawton Primary School. These lessons/units ensure children are given opportunities to celebrate the rich history surrounding our school and work with members of the local community.

Our history learning is supported using clear and concise knowledge organisers that provide children with scaffolding that supports them to retain explicit sticky knowledge from each lesson's key question and vocabulary in their long-term memory. Knowledge catchers are used to support children in recording sticky knowledge in response to the lesson's key question. This response can be recorded in writing, as an illustration, photograph or scribed by a teacher.

Our children will be given a variety of history experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

IMPACT

- Children will show enthusiasm and enjoyment within history lessons and are able to confidently recall 'sticky knowledge' in response to our 'key questions' for each unit of study
- Children from all backgrounds will understand their history and their place in Britain and the wider world
- Children will be confident to use and explore both progressive historical terminology and topic specific vocabulary
- There is an aspiration that all children will achieve at least age-related expectations at the end of each academic year with a significant number achieving greater depth.
- Children will be able to place significant events/people and periods of history in chronological order
- Children will be confident in accessing a range of historical sources and as children venture into KS2 they will be able to discuss and reflect upon the reliability of these.
- Children will have a progressive understanding of our local history particularly within the threshold concepts of chronology, change and continuity and cause and consequence.
- Children will begin to make links between different time periods, people, events and places
- Children will question, analyse and debate significant events and people through history and reflect upon their impact on society today
- Children's History work will be of a high standard, and they will be proud to share their work with others
- Children will use their historical knowledge across other areas of the curriculum. For example, within art lessons, children may be able to discuss the time periods of various artists and how society at the time may have inspired their work
- Children will appreciate the importance of protecting, sharing and preserving artifacts and knowledge of history in years to come.