

History



Our Curriculum Drivers

 <u>A sense of Self</u>	 <u>A sense of Others</u>	 <u>A sense of the world around us</u>
<p>Our pupils will:</p> <ul style="list-style-type: none">• Become passionate and motivated to learn and become independent, confident, resourceful individuals.• Develop a sense of personal pride in their achievement; providing a purpose and relevance for learning.• Develop a strong sense of self and belief for their future.	<p>Our pupils will:</p> <ul style="list-style-type: none">• Develop an understanding of community and how to thrive as a valuable member of society.• Understand that people have different needs.• Develop a knowledge of influential people.	<p>Our pupils will:</p> <ul style="list-style-type: none">• Develop an understanding of how the world around them has come to be; culturally, historically and physically.• Develop an understanding of the global issues that are part of our present and our future.

Why is History Important?

History ignites children's curiosity and wonder about the past in their own locality, Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils will develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Our Aims:

A high-quality history education helps children gain a coherent understanding of Britain's past and that of the wider world. We believe that History should inspire children's curiosity to know more about the past. We aim to equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History teaching aims to encourage all children to:

- reflect on the actions of people from the past and to appreciate how things have changed over time
- develop confidence, curiosity and interest in the past and to foster an understanding that enables children to be motivated and enthusiastic about all that history has to offer
- build knowledge and understanding of events (including local, British and world History)
- examine historical artefacts and primary sources
- develop a sense of chronology and time, in order to make links between past societies and to understand the similarities and differences between historical periods
- understand society and their place within it, so that they develop a sense of their cultural heritage
- develop the skills of enquiry, thinking, investigation, analysis, evaluation and presentation; challenging pupils to ask why there are different interpretations of History

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Ambitions for the future:

Journalism

Media researcher

Collections Restorer

Family Historian

Archivist

Writer

Archaeologist

Media

Museum curator

Politics

Business and commerce

Film Industry

Teaching