

Curriculum HISTORY Statement – Kilmington Primary School

The National Curriculum

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





Curriculum Intent

History education will help pupils gain a knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Pupils should be able 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.

Curriculum Design

Kilmington School operates with mixed age classes and follows a two year rolling programme to cover a full range of topics in History. We use the “Grammarsaurus” scheme of work as a foundation to plan units of learning that will motivate and inspire pupils through meaningful and purposeful learning opportunities. Units will draw knowledge and understanding together in a coherent manner through generating and exploring ‘**key questions**’. Memorable experiences are often incorporated into the sequence to enhance learning and create an exciting learning environment. This might be a trip, a special visitor, an extraordinary activity or event. There is a clear skills development pathway which sets out expectations in: EYFS, KS1, LKS2 and UKS2

Nurturing Lifelong Learning through

<p>Motivation/ Resilience</p> <ul style="list-style-type: none"> • Keeping going • Perseverance • Resilience • Not giving up  <p>I'm Wilbur Woodpecker</p>	 <p>I'm Olive Owl</p> <p>Engagement/ Reflectiveness</p> <ul style="list-style-type: none"> • Planning • Reflecting • Thinking things through 	 <p>I'm Betty Bee</p> <p>Collaboration/ Reciprocity</p> <ul style="list-style-type: none"> • Listening • Sharing • Collaborating • Working as a team. 	<p>Thinking/ Resourcefulness</p> <ul style="list-style-type: none"> • Curiosity • Finding out • Why? Where? • When? Who?  <p>I'm Samuel Squirrel</p>
<p>Motivation from the study of historical figures whose work and activities required great resilience and perseverance, e.g. Explorers, Scientists, Activists</p>	<p>Learning to look at life in someone else’s shoes, e.g. what would it feel like to be a Viking trying to settle in new lands? Explaining the long term effect of historical events or discoveries.</p>	<p>Using group work to piece together many aspects of a topic, sharing findings and drawing conclusions.</p>	<p>Questioning why events and discoveries happened or were necessary, setting the background scene How do we know this?</p>

Evaluation

The curriculum is reviewed on a yearly basis to ensure that it is responsive to the needs of our current pupils.