

Curriculum Statement for History

INTENT

Rationale:

Through our History curriculum, we intend to deliver a curriculum that is accessible to all and will maximise the outcomes for every child so that they know more, remember more and understand more. Throughout their learning journey our children will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Ambition:

Our ambition is to engage our children by inspiring their curiosity and fascination with the past locally, in Britain and that of the wider world. Through exploration, we focus on the influence of significant events and people and the impact of these on our children's lives today.

We strive to learn about and celebrate the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We aim to equip our children with the tools needed to think critically; ask perceptive and valid questions of historical value and develop perspective judgements.

IMPLEMENTATION

Throughout the Trentside Federation History is taught within a topic based curriculum where history specific knowledge and skills are interwoven appropriately. In Foundation Stage history is taught in the context of the children's lifetime and own experiences within. In Key Stage 1 and 2, as we have single and mixed age classes, each individual school has developed their own curriculum plan. Where possible topics alternate with Geography. History will be linked into some Geography topics, where appropriate, to develop children's knowledge and understanding. It will also ensure all areas of the curriculum are covered in depth.

IMPACT

Children's knowledge and skills will develop progressively as they move through school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians in secondary education. Children will also have developed their historical knowledge and skills to a standard that will help them enquire, analyse and evaluate knowledge learnt and begin to understand the impact this has on the present they now live in, turning to the past to help them understand the present.