



Uniquely Different, United Together, Universally Prepared

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Curriculum Statement for the teaching and learning of History 2021-22

INTENT

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizens. Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past. With this in mind we have established a school curriculum plan for history as an entitlement for all pupils that is:

- Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long lasting knowledge and understanding and mastery of core historical skills.
- Logical, and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance and the demands of the National Curriculum.
- Chronologically sequenced as pupils progress through the school which allows them opportunities to evaluate both change and progress from one historical period to another and to build on previous knowledge and understanding as they tackle more complex and demanding enquiries.
- Relevant in terms of the careful consideration that has been given to the selection of historical enquiries that extend the knowledge and understanding of pupils beyond 1066.
- Progressively more challenging Years 1 through 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge.
- Built upon and has continuity with the provision for history established in the Early Years Foundation Stage and in particular that which addresses the knowledge and skills expectations of the Past and Present Early Learning Goal.

	The teaching of knowledge, skills and understanding	The application of skills, knowledge and understanding	Vocabulary
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UNDERPINNED BY

We adopt an enquiry focused approach to learning and teaching in history which develops our pupils as young historians. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of specialised vocabulary and their grasp of subject concepts. We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. We adopt a policy of immersive learning in history that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned. Our learning and teaching in history is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements. Similarly we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next. The schemes of work for each historical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation. Our learning and teaching in history also recognises the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g significant people, places and events locally.

Subject Specific vocabulary is incorporated in the Connected History Planning - it is not listed here due to the size. A key vocabulary document will be found alongside the curriculum documentation.

IMPLEMENT ATION	<p>Curriculum Approach</p> <p>Led by key question/enquiry with a number of sub questions to stimulate children's interests.</p> <p>Taught in termly/half termly blocks of learning.</p>	<p>External Stimuli</p> <p>Trips</p> <p>Visits</p> <p>Online resources</p>	<p>Extra Curricular Enhancements</p> <p>Trips and Visits</p> <p>Visitors</p>
	<p>Resources</p> <p>Connected History Resources</p> <p>TOPIC Boxes</p>	<p>Questioning</p> <p>Open questions to allow children to develop higher order skills.</p>	<p>Showcase opportunities</p> <p>Project Folders</p> <p>Displays</p> <p>YouTube Videos</p> <p>Assemblies</p>

	<p>Teaching Approaches</p> <p>Enquiry approaches Prominence of Oracy</p>	<p>Home Learning Opportunities</p> <p>Project learning Local History Family history</p>	<p>Audience and Purpose</p> <p>Other classes Being the expert</p>
<p>IMPACT</p>	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, knowledge and processes specified in the relevant programme of study.</p>		
	<p>PUPIL VOICE</p> <p>Pupils speak positively about history</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Vocabulary acquisition Chronological knowledge Key events knowledge</p>	

EVIDENCE IN SKILLS

Progression through skills below - see progression document

EVIDENCE IN UNDERSTANDING

Pupils build mental chronology of history
Key concepts understood - e.g. invasion, monarchy, government, society, tax, etc

Outcome	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.

Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.

Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.

Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.