

HISTORY

INTENT

Vision Statement

At New Scotland Hill Primary School and Nursery, we understand that for our children to make sense of the world in which they live today, it is vital that they have a sound knowledge and understanding of how it has been shaped by the impact of key people, events, and time periods from the past. We provide a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure knowledge about British, local and world history. Our history curriculum promotes curiosity and a love for learning about the past. Through an enquiry-based approach, our children are encouraged to ask and explore historically valid questions and report their findings by drawing on skills from across the curriculum. Alongside the development of substantive knowledge, children will develop their disciplinary skills as they learn the fundamental elements of what it is to be a historian. Our children will study a range of cultures and historical perspectives enabling them to be respectful, tolerant, and empathetic; reinforcing their understanding that we are continually making history through our thoughts, words and actions and that the lessons of the past contribute to our present and future.

National Curriculum Aims

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; characteristics 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 analysis
- 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.

IMPLEMENTATION

Historical enquiry questions

Our curriculum has been carefully planned to ensure that as well as developing a breadth of historical knowledge, our children will learn to understand how to challenge their thinking by following the investigative processes of skilful historians. Each unit of work has an emphasis on historical enquiry where children investigate historically framed questions broken into a series of small steps. This learning will also be supported by children having the opportunity to develop their experiential knowledge through museum visits, handling artifacts and engaging in carefully planned fieldwork.

Key Historical Concepts

We are determined to encourage the children's learning of historical knowledge and disciplinary skills to embed and progress throughout their educational journey with us. Units of work consistently refer to learning from previous units through the development of our 'golden threads'. These are a set of three key historical concepts: power, civilisation and progress which the children will repeatedly visit during their time at New Scotland Hill. Each unit will not include every concept, but over a two-year cycle children will visit each one more than once. New historical vocabulary is carefully planned into our units of work to reinforce and extend the children's understanding of historical knowledge and disciplinary skills.

Teaching History Through Narrative

Encouraging children to experience and relate to history through narrative, is a well-known technique to help introduce, link and retain knowledge. It also helps develop an empathy for the reasons why decisions were made and how choices made in the past have influenced our present. When possible, history units of work will be taught alongside thematically linked texts which will either be shared with the children as class stories or used as a stimulus to develop reading and writing skills in English lessons.

Local History

It is important to us as a school that we develop and instil in our children a strong sense of community: respect, responsibility and belonging. We can achieve this through the explicit teaching of a local history unit and making links within our units of work on Victorians and WW2. For example, in Years 3 and 4 during our planned unit of work on local history, we use the original school logbooks combined with visits from Grandparents and members of the local community to find out the similarities and differences between present day in our school and the educational experiences of pupils of the past. In Years 5 and 6 the children have the opportunity to re-visit and examine the logbooks in more detail to discover examples of life in Victorian times and WW2 for the children of our local community.

IMPACT

We believe that through our curriculum design, the teaching of history at New Scotland Hill, should first and foremost, inspire a lifelong curiosity and love of learning about the past; the impact of this approach will be measured in the children’s enthusiasm to confidently discuss and explain their own responses to historical enquiry questions. Our children’s understanding of historical knowledge and disciplinary skills should also be evident in high quality pieces of written work which have been designed to demonstrate the children’s progression of historical skills from EFYS to Year 6.