

## Curriculum Statement for History

### *Intent*

#### *What we aim to achieve:*

At Red Oaks we are all historians! We want our learners to love history; we aspire for them to have high ambitions and hope to enthuse a future generation of Howard Carters and Mary Annings- historians, archivists, curators and archaeologists. We want them to embody our core values: we believe that we can all inspire and achieve together in history. The history curriculum has been carefully crafted so that our children develop both their historical skills and knowledge. Our children will gain a historical perspective as they move through different time zones across the world throughout their primary journey. Bringing history alive is important at our school and we desire for our lessons to be memorial and inspiring.

### *Implementation*

#### *How we will achieve this:*

As Red Oaks Primary School history each year group cover different periods of history which incorporate the teaching and learning of a variety of historical knowledge and skills which have been broken down into year groups and build upon those skills learnt in previous years. These units cover historical eras in chronological order. Where units are not taught in chronological order, children are made aware of where the historical event or era fits within a timeline of events. Once a year, Red Oaks carries out a study into local history where the children have the opportunity to find out about the place and community in which they live. We also celebrate Black History month at Red Oaks each year.

Alongside the requirements of the National Curriculum 2014, we at Red Oaks Primary School aim for the pupils to:

- 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.

### *Impact*

#### *What is the impact for our children:*

The subject leader ensures that both knowledge and skills are taught simultaneously through monitoring of planning, learning walks, pupil conferencing and book scrutiny.

Each topic has specific objectives which enable the teacher to assess whether pupils in each year group have achieved the 'expected' standard or are 'working towards' or 'at greater depth'.

- Children will use historical language to describe and discuss their knowledge of history.
- Children will have concrete, pictorial and physical experiences to deepen their historical learning.
- Children will develop a love for history which will be shown through their enthusiasm in lessons, uptake of history home learning tasks and questions they ask to deepen their own understanding.