

History Rationale

National Curriculum Aims for History

- 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.

National Curriculum Purpose for History

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils 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.'

Historically Literate (Having knowledge and skill in a specified subject)

Early Years Foundation Stage

At Spofforth and Follifoot the journey to becoming historically literate begins in the Early Years. Our joint Reception class and nursery children access the Foundation Stage together. Our youngest pupils learn about history within the EYFS area of learning known as 'Understanding of the World'. The objectives are set out in the Early Learning Goals which underpin the curriculum planning of children aged between three and five years old. These will be led by the children's interest and the 'here and how' gained from the observation, assessment and planning cycle.

By the time children reach the end of Year Six they will be securely historically literate (see narrative below) and working in line with age related national expectations. They will have experienced a number of trips to enhance their historical understanding including but not limited to a castle, Royal armouries, and Danelaw.

Our children will have a rich and deep knowledge of local, national and international history and will be able to use historical thinking skills such as investigating, considering, reflecting and reviewing events of the past. They will apply their understanding of change and continuity, similarity and difference, cause and effect, chronology and significance to explain and interpret historical events. Our children will enjoy asking and answering challenging questions about history and making links between periods and themes they have studied.

When conducting historical research they will select from a wide range of historical sources, using vocabulary confidently and accurately. They will be able to analyse and evaluate the sources of information they use.

History Rationale

The study of History at primary school helps children gain knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between groups.

History enables children to develop the following key skills;

- Ask perceptive questions
- Think critically
- Evaluate evidence
- Examine and consider arguments

Our History Curriculum enables children to begin to develop their cultural capital (being familiar with the cultures of a country, its people and society). In relation to our History curriculum in particular it helps children begin to build an awareness and understanding of why aspects of society and places are the way they are today.

Purposeful and natural links to British Values and discussions around being a good UK and global citizens are threaded through our History Curriculum which promote the rich diversity of the world, Britain and an appreciation of our locality.

Knowledge of the past is essential to understand the present in order to learn from mistakes of the past and not repeat them to learn how people behave and how societies change. History reminds us our successes and shortcomings. History reminds us that change is not inevitable but it is the result of human choice, actions and struggle. History reminds us of how far we have come and how far we have yet to go.

Primary History helps children to;

- Build knowledge of the history of Britain and the wider world and key historical concepts
- Have an understanding of historical enquiry
- Have knowledge and understanding of fundamental British values

Intent	Implementation	Impact: to be reviewed at the end of each academic year
<p>At Follifoot & Spofforth Schools we believe that children should learn about history in a way that inspires their curiosity to know more about the past. By the time they leave, primary school children need to have knowledge about the History of Britain and the wider world and a coherent understanding of historical concepts and historical enquiry. Children need to be able to use history to understand the world and society today and make links to British values.</p>	<p>At Follifoot & Spofforth Schools teachers plan sequences of learning that will challenge prior knowledge in order to construct a secure new understanding of substantive knowledge. In addition to this disciplinary knowledge is developed through historical enquiry and interpretation. Within individual lessons and sequences prior knowledge is revisited before introducing new ideas. Misconceptions are identified and discussed. British values are carefully planned into units as appropriate to ensure opportunities to develop the understanding of these are maximised.</p>	

Knowledge and Enquiry in History *Substantive knowledge concerns the key facts, concepts, principles and explanatory frameworks in a subject. Knowledge needed in order to think process and understand with the subject.*

Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and use of correct historical vocabulary which is central to all planning sequences. Key concepts are:

- Chronological knowledge
- Continuity and change
- Similarities and differences
- Cause and consequence
- Significance

In history, this is the knowledge and understanding of the key concepts taught within historical contexts including key vocabulary. The substantive knowledge is progressive through the curriculum from Reception to year six.

In history, the disciplinary knowledge is the interpretation of some of the key concepts. It involves applying skills such as historical thinking, reasoning and argument that require a meta-cognitive approach.

For example, when children have an understanding of the impact of a significant event in the Roman era, in years 3 and 4 they would develop their disciplinary knowledge by suggesting, discussing and interpreting other possible outcomes.

As children build their knowledge within their studies they will have ongoing opportunities for historical enquiry. Children must understand the methods of historical enquiry including how evidence is gathered and used to make historical claims and how to ask perceptive questions. Skills that underpin historical enquiry such as, thinking critically, evaluating and examining arguments allows for further opportunity for children to apply their knowledge meaningfully.

Creativity in History

Creativity and knowledge work closely as creativity can involve making connections using prior knowledge to create new. At Follifoot & Spofforth Schools curriculum planning encourages and supports achieving of natural links between History and other subject disciplines such as English, art and music. These links are deliberate and purposeful. They are created naturally and never forced. An example of this is in Key stage 1 where the topic castles is used to link art and history. The children learn about Spofforth castle and develop their drawing skills by sketching Spofforth castle.

Assessment in History

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. As a Federation we are currently exploring and trialing approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.