



History Curriculum Rationale

Intent

History is about real people who lived, and real events which have happened in the past. History is ultimately one of the key principal influencers of our lives.

At Oreston Community Academy we place key significance on history in our curriculum – it is one of our three curriculum drivers. Our aim is for children to explore and think critically about the facts and opinions of historical events and significant figures in order to gain a sound understanding of how life inevitably changes over time; the impact it has had on Britain and how the society we live in came to be. We want children of Oreston to look to the future with excitement, curiosity and optimism influenced and inspired by these significant events, people of the past and the life changing consequences of their actions. History helps us understand the past, which in turn lets us understand our present and helps us to shape our future. History is indispensable; it has given us and our environment a sense of identity.

Implementation

Teachers are provided with an additional three development days per year, to plan their curriculum, supported by Cornerstones which is used as a planning starting point. As part of this planning process, teachers need to plan the following:

- A knowledge organiser/word bank which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth taking particular focus on SEN and Greater Depth.
- Challenge questions for pupils to apply their learning in a philosophical/open manner which are differentiated accordingly;
- Trips and visiting experts who will enhance the learning experience throughout a theme/project.

Our curriculum culture is based on the significance of history and the role it plays within our society and the world we live in. Therefore, we aim and encourage every child to become a historian, who is able to:

- articulate the importance of the subject by having an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- have the ability to think critically about history, making connections to other subjects and communicate ideas confidently through a range of ways;
- have the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- have the ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- have a respect for historical evidence and the ability to make critical use of it to support their learning;
- have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- have a developing sense of curiosity about the past and how and why people interpret the past in different ways.

As a result, the curriculum has been designed to be fit for that purpose with the ultimate outcome of supporting children in their next steps in becoming active members of society who understand the importance of history.

Nursery/ EYFS

History is encompassed in the Early Years through 'Understanding of the World'; alongside 'People and Communities', 'The World' and 'Technology'. At Oreston Community Academy, children begin and continue to develop their understanding of history through a thematic approach to learning. This combined with a learning environment that is enriched with historical objects tailored to the children's interests, enables imaginations and curiosity to be instantly ignited. Let the exploring begin! Learning through play is vital in encouraging the development of children in their oracy skills, especially when explaining about significant events in their own past experience and recognising, relating and describing these times about their family or friends. In Early Years, children are encouraged to explore the world around them. Through their carefully designed environment and its objects, teachers can continuously ask questions to develop understanding. This allows children to sequentially and consciously ask questions about the history and the significance around them. Through our child centred themes, children are encouraged to know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. These skills are fundamental in the development our children in becoming successful historians.

In Early Years, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living history. This will ensure a firm foundation for Key Stage 1 History.

Key Stage 1

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly theme, focusing on knowledge and skills stated in the National Curriculum. A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to history. Moreover, there are opportunities throughout the year to revisit historical skills that need further consolidation and to use new knowledge to enforce prior skills. At Oreston, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

In planning to ensure progression, teachers introduce pupils to historical periods that they will study more fully at Key Stage 2.

Key Stage 2

Key stage 2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

It is important for us at Oreston to ensure that all children are provided with opportunities to experience and visit sites of historical significance as well as engage with the wider community and visitors who can re-enact or relive their own experiences of past events.

Impact

At Oreston, we strive to ensure children understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry with organisation and communication. This alongside, a secure understanding of how the relationships between different groups have also changed throughout history, encourages children to be submersed within the subject, being and thinking like a historian. As historians, children will learn lessons from history to influence decisions they make in their future lives. Having these opportunities to frequently examine the past and explore and discuss their identity in the present, allows children to think significantly about their role and the world we currently live in whilst developing into active citizens of society.

"Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems" Crowcroft 2018