

History



Statement of Curriculum Intent

Aims:

The school will ensure that the **aims** of the History National Curriculum are fully met.

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; 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.

Subject Pedagogy:

In our school we will ensure effective History pedagogy through utilising **Threshold Concepts**. These are key concepts that underpin good teaching in History.

The Threshold Concepts for History are:

- ❖ **Investigate and interpret the past**
- ❖ **Build an overview of world history**
- ❖ **Understand chronology**
- ❖ **Communicate historically**

[For further details click here.](#)

Expectations and Progress:

We will ensure appropriate **expectation** is built into our **teaching sequences** by utilising three distinct '**Milestones for Progress**' within History.

- ❖ Milestone 1 is broadly aimed at Key Stage 1
- ❖ Milestone 2 at Lower Key stage 2
- ❖ Milestone 3 at Upper Key Stage 2

Clear details of each Milestone in History can be accessed [by clicking here.](#)

Pupil Personal Development through History:

In our school, particular emphasis is placed on embedding our 'My Personal Best' skills through our curriculum. The 'My Personal Best' skills are shown here.