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| ***“Study the past if you would define the future.” ― Confucius*** |

**HISTORY CONSTRUCT**

**Aims and Objectives**

The History curriculum at Dowson has been designed with multifaceted aims and objectives. The knowledge and skills identified in the National Curriculum form the foundation of our curriculum content but we have developed this further to ensure that what children are taught, and the experiences that they are afforded, reflect our school vision and values.

At Dowson, we aim to:

* stimulate and ignite pupils’ curiosity about the past so they can better understand the world around them
* ensure children ‘know more and remember more’ through gaining carefully selected knowledge in a chronological and progressive way
* equip children with the skills to find evidence, consider it, and reach their own conclusions about what happened in the past
* teach children about significant individuals who have shaped the way we live our lives today and the impact that they individually can have on the world, linking to our key values and beliefs
* develop learners who are independent and analytical historians, providing learning which is rich in opportunities to enhance their knowledge, skills and understanding of the past

**What History looks like at Dowson**

**Learning Connections**At Dowson, we understand that making connections and activating prior learning is an important feature of effective pedagogy. Each unit plan will have the appropriate prior learning and what children are ‘building towards’ to ensure teachers can include these key points in their planning. Each History lesson starts with a ‘Connection phase’ that reviews learning from the previous lesson, unit or year as appropriate.

**Skills**In order for children to ‘know and remember more’, we understand that we need to equip them with the skills to do so. Using the National Curriculum and our understanding of what we want our pupils to acquire knowledge on, we will teach children how to ask perceptive and historical questions, be able to use and interrogate primary and secondary sources to know about and make interpretations about the past, understand chronology and know where their historical learning fits and think critically and discern how and why contrasting arguments and interpretations of the past have been constructed whilst creating structured accounts including narratives. We will ensure that these skills are progressive throughout the primary years and lead on to progression into Key Stage 3 by consulting with History leaders at our local secondary school.

**Knowledge**As we want our children to ‘know more and remember more’, we have chosen a set of ‘Big Ideas’ which we think are pertinent in our children’s education. We chose these ‘Big Ideas’ based on our key values and beliefs which we hope will encourage pupils to show empathy with people from the past and understand what life was like for different people during different time periods in a chronological order. These include, key concepts such as, an understanding of what general life was like for the people and their society, the main conflict events which occurred during a significant time, an understanding of the rule and law in place and key beliefs for a set of people, a study of a significant person or group of people who have influenced the world in some way in which we live today and any lessons learnt as a result of change due to a significant event or period of time.

**Assessment**Each History unit will conclude with an assessment piece that teachers can use to identify and assess the knowledge acquired by pupils during the unit. We have ensured that these are varied throughout in order for our pupils to demonstrate their learning in a variety of ways.   
Assessment of skills will take place during the teaching of the unit. Connection phases and formative assessments will be ongoing and inform short term planning.