**History Curriculum Statement**

**Intent**

History has always been a popular subject at Fairholme Primary School with both adults and pupils. We take pride in developing creative cross-curricular topics where children can use their historical knowledge in a variety of different contexts while building the skills required for future learning in this subject. The History curriculum at Fairholme makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the History of their locality and allowing them to make links with their developing knowledge base.

Topics are informed by the National Curriculum and are sensitive to children’s interests, as well as the context of the local area. The History curriculum at Fairholme is carefully planned and structured to ensure that current learning builds on previous learning so that it helps children to build knowledge chronologically.

**Aims:**

In line with the National Curriculum, the curriculum at Fairholme aims to ensure that all pupils:

* Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past;
* Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
* Begin 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.

**Implementation**

History is taught in blocks throughout the year, so that children achieve depth in their learning. Key knowledge and skills have been identified for each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of the Maya and the Egyptians.

Cross curricular outcomes in History are specifically planned for, with links between the History curriculum and English lessons being optimised, enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. Children are encouraged to think critically and look at a range of Historical evidence during their learning, they are also encouraged to consider the impact of the actions of our ancestors on our lives today. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. In Early years, children will explore themes within ‘Understanding the World’ which specifically target ‘Past and Present’ by talking about the lives of the people around them and their roles in society; - Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them; understanding the past through settings, characters and events encountered in books and storytelling.

**Impact**

Outcomes in History and English books, evidence a broad and balanced History curriculum and demonstrate the children’s acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Through this study, children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips and visiting experts provide further relevant and contextual learning