



What does History look like at Humberston Cloverfields?

Intent

We offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past and make connections within and across different areas of study within history and the wider curriculum. 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. In addition, it provides a sense of identity and belonging. Children learn about who they are because history study provides a context from which to understand ourselves and others as well the world in which they live and how this has been shaped by the actions of those from the past. This subject anchors the individual in a timeline of all that has gone before.

Implementation

History at Humberston Cloverfields is taught through discrete subject topics and is the driving subject for other curriculum areas. Links are made to geography, English and other subjects as appropriate. The subject is taught so there is a focus on developing key skills and concepts: cause and consequence, similarities and differences, change and continuity, source analysis, historical interpretations and historical significance. Pupils are able to confidently share and articulate their historical knowledge and demonstrate their ability to analyse, reason and evaluate.

Early Years

Peoples and Communities

As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family. This is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

Key stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. Teaching equips pupils to ask perceptive questions, think critically, begin to evaluate evidence, understand

different perspectives, and develop perspective and judgement. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key stage 2

Pupils 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 and connect this to what they know from other subject areas. They make connections, identify trends over time and develop the appropriate use of historical terms. They regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources and understand how historians have interpreted the past.

Impact

Our history curriculum ensures pupils have a strong understanding of the key knowledge themes in our curriculum. They have a secure understanding of chronology, can retrieve prior knowledge and use it in historical enquiries. Pupils can place key events, which have previously been studied, on a timeline. Pupils have a deep understanding of cause and consequence and can evaluate evidence before forming an evidence-based conclusion. Sources are evaluated and reasoned responses given. Through our curriculum, pupils develop an interest in the past and are prepared for further in-depth historical study at secondary school. They have developed transferrable skills and understand how historians form their interpretations of the past.

