

# History at Shelley First School



A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.

(National curriculum 2014)

## **Intent - Summary of Aims of the History Curriculum at Shelley First School**

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 been 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.

### **Implementation - Enrichment and Engagement**

We believe it is essential for children to know and understand about their past in order to appreciate the present and possible future developments. We provide a broad range of experiences for children to be able to pursue historical enquiries and to gain a coherent knowledge and understanding of Britain's past and that of the wider world. By implementing the key aims of the National Curriculum we seek to instil a curiosity about events, teach children to think critically, ask questions and develop their own judgments.

Children in Key Stage 1 study topics which focus on developing awareness of the past and of the ways in which it differs from the present. A chronological framework is set by introducing the sequencing of events and objects regularly. The ways in which we find out about the past are discovered as children experience the fun of collecting, examining and identifying the artefacts used to support each topic. Children are encouraged to identify changes within living memory and to find out ways in which the past is represented. Stories from different periods and cultures are shared and questioning is encouraged to extend the range and depth of historical understanding.

Throughout Key Stage 2 children are given the opportunity to broaden their understanding of the past. Following a chronological narrative allows them to know and understand history from the earliest of times through to the present day. Children are encouraged to recognise connections, contrasts and trends over time whilst, via in depth studies of both key historical events and significant historical periods, they develop an understanding of historical concepts such as continuity and change, cause and consequence.