History Curriculum Intent Statement

At Valley Primary School, we are**Historians.**

We want our children to love history and through our teaching and learning, will help them to gain a coherent knowledge and understanding of Britain’s past and that of the wider world, in order to raise their aspirations and understand how to be a good and responsible citizen.

Through our History curriculum, we aim to inspire pupils’ curiosity about the past to develop their understanding of today’s world, ask perceptive questions, think critically, weigh evidence and sift arguments and develop perspective and judgement. Our pupils will 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.

We celebrate the cultural capital through the pupils’ sense of chronology based on their historical heritage, enabling them to learn to value their own and other people’s culture in modern multicultural Britain.

All our children have access to the History curriculum through careful planning and the subject is taught in a variety of teaching and learning styles.

**History Implementation**

As a school, we maintain strong links to the History National Curriculum guidelines and our own History Threshold Concepts and progression document to ensure all aspects, knowledge and skills of History are being taught across all year groups.

We plan History by cross referencing with our Threshold Concepts; Historical Enquiry, Evaluate Evidence, Chronology and Relevance of history in our lives that promote Valley Primary’s Curriculum Drivers; Our Place in History, Aspiration and Ambition and Community to achieve and become a global citizen.

**EYFS**

The Early Years Foundation Stage Curriculum supports children’s understanding of History through the planning and teaching of ‘Understanding the World’. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, ‘What do you think?', ‘Tell me more about?', 'What will happen if..?', ‘What else could we try?', ‘What could it be used for?' and ‘How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, ‘yesterday', ‘old', ‘past', ‘now' and ‘then'.

**KS1**

In KS1 History begins by looking at the pupils own personal history and introduces them to the idea of chronology and timelines with the additional use of common words and phrases relating to the passing of time.

Pupils will study significant events and people who have shaped society locally, nationally and globally. In order to ensure progression, pupils are taught about changes within living memory and extend to go beyond living memory.

**KS2**

In KS2 the 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. Through their thinking about the cause and consequences of people and past events in Britain and the world today, they devise historically valid questions and construct informed responses, using a variety of sources and their historical interpretations.