



## Curriculum Statement for History

### **Rationale**

At Cononley Primary School, the History curriculum enables our children to gain knowledge and understanding of the past within our own locality, our country and the wider world. They will learn about the complexity of peoples' lives, the diversity of societies and the relationships between different groups of people in the past. Through a detailed study of key knowledge from different historical periods, pupils will also develop historical skills and concepts such as chronological understanding, continuity and change, cause and consequence, similarity and difference.

In conjunction with the National Curriculum, our History curriculum aims to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- enable children to know and understand significant events in British history (including the history of our own locality) and to appreciate how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- know and understand significant periods of historical development in the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies;
- promote knowledge and understanding of the historical reasons for the rich cultural diversity of our locality.
- to help children 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
- teach subject-specific vocabulary which will pupils will use accurately in oral and written work.
- to develop in children the skills of historical enquiry; evidence based historical claims, contrasting arguments, investigation, analysis, evaluation and presentation.

### **Curriculum Intent**

At Cononley Primary School, we have developed our own scheme of work to deliver the National Curriculum for History throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression of knowledge and vocabulary and links to other curriculum subjects. Historical skills and concepts (such as change, cause and effect etc) are integrated within the curriculum and developed through the key knowledge which the children learn each year. The scheme of work is supported using resources from the Key Stage History web-site.

In EYFS, pupils are taught the knowledge and skills for 'People and Communities' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.



In Key Stages 1 and 2, a rolling programme is in place to ensure that the key knowledge from our History topics is taught to all pupils during each Key Stage, taking account of the mixed-age structure of our classes.

## **Curriculum Implementation**

### **EYFS**

The EYFS Curriculum for Understanding the World is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors.

### **Key Stage 1 and Key Stage 2**

In Key Stage 1 and 2, one History topic each year is taught for a full term followed by a shorter History topic which is taught for half a term. For the remaining term and a half of the school year, Geography topics are taught in the same way. This enables pupils to focus on aspects of particular topics for a greater period of time, allowing for greater depth of study, rather than teaching both History and Geography topics simultaneously.

In Key Stage 1, History topics are taught in a block of lessons.

In Key Stage 2, History topics are taught in weekly lessons.

### **Cross Curricular Links**

Cross curricular links have been mapped to promote creativity through subjects such as Music, English, Science, Art and Design and other subjects.

### **Enrichment**

The History Curriculum is enriched in a variety of ways including:

- visits to local museums, including Craven Museum
- workshops from visiting specialists
- visits to historical sites such as Skipton Castle
- themed days linked to the History topic
- Displays and exhibitions for parents/carers

## **Progression and Assessment in History**

### **EYFS**

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World: 'People and Communities'.

### **KS1**

Regular, ongoing observational assessments are made and recorded in the History Big Book. The History topic is revisited at regular intervals through the year to ensure children remember what they have learned. The information from teacher's assessments contributes to an end of year summative assessment.

### **KS2**

End of unit quiz-style assessments of knowledge are used to identify what pupils know and if there are any gaps in learning. Pupils will revisit the history topic at different times through the year and be re-assessed. Our key aim is for our pupils to know and remember more as they progress through each key stage. Assessments of skills and



concepts are recorded on a class tracker. The information contributes to an end of year summative assessment.

### **Impact**

The impact of the curriculum will be reviewed (during the year and at the end of the year), through observations and assessments of pupils' learning to identify how much knowledge they have gained and remember over time.